

SHAPING THE FUTURE

**A Five-Year Plan for
Iowa's System of
Community Colleges**

**ANNUAL PROGRESS REPORT
to the Iowa State
Board of Education**

August 14-15, 2003

Introduction

“Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges” Progress Report to the Iowa State Board of Education August 14, 2003

Background Information

(Background information is taken from the August 2002 Progress Report to the State Board of Education, “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges.”)

As Mr. Cal Callison, former State Board of Education member and chair of the Community College Council; former president of Southeastern Community College in West Burlington; and former principal at Winterset High School, reminded the State Board as the community college strategic plan was being developed, “It is important to remember that Iowa has a system of community colleges, not a community college system.” This distinction reinforces that Iowa did not create a highly standardized community college system, but designed a structure which allows for significant autonomy, flexibility, and responsiveness. This design also allows for statewide planning, collective activity, and the sharing of resources which are important in times like today when economic needs of the state require a broader response.

Iowa’s system of community colleges has become the largest provider of the first two years of undergraduate education, technical education, and workforce training and retraining in the state of Iowa. About 25 percent of Iowa’s adult population is annually enrolled in credit and non-credit offerings. In 2001, the community colleges began implementing its first statewide strategic plan.

The leadership and administrations of each community college aligned their individual community college goals and objectives with the state plan, and designed specific activities to move the state agenda forward; the Department of Education’s Division of Community Colleges and Workforce Preparation developed its annual objectives and work plan to the strategic plan goals and initiatives; and the Iowa Association of Community College Presidents and the Iowa Association of Community College Trustees also developed and implemented priorities to accomplish these statewide goals.

This report provides an update of activities undertaken during FY03 by the community colleges, jointly and at the local and state levels, to accomplish the goals and initiatives of “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges—2001.” (See Appendix A.) House File 2433 stipulated that implementation of the plan begin July 1, 2001. The plan was developed by the Stakeholders Working Group whose membership was defined by the legislation and included representatives of the following groups:

- ◆ Governor's Office
- ◆ Iowa Association of Community College Trustees (IACCT)
- ◆ Iowa Association of Community College Presidents (IACCP)
- ◆ Iowa Department of Education
- ◆ Iowa Workforce Development
- ◆ Iowa Department of Economic Development
- ◆ Iowa Senate and House of Representative Republicans
- ◆ Iowa Senate and House of Representative Democrats
- ◆ Iowa Association of School Boards (IASB)
- ◆ Iowa State Education Association (ISEA)
- ◆ Iowa Association of Business and Industry (ABI)

Mr. Don Roby, chair of the Iowa State Board of Education's Community College Council, served as chair of the Stakeholders Working Group. The plan was approved by the State Board of Education.

"Shaping the Future" is built upon the shared values of:

1. Access and Opportunity
2. Responsiveness
3. Collaborative Relationships
4. Community and Civic Responsibility
5. Local Controlled and Shared Responsibility

These five values are imbedded in the four strategic goals:

Goal 1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Goal 2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Goal 3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans, and to allow Iowa to compete on a national and international level.

Goal 4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Each goal is followed by a series of initiatives to be implemented to accomplish the goal.

The goals and initiatives are detailed in Appendix B. The timelines of major activities undertaken to meet the requirements of developing and implementing a five-year statewide strategic plan for Iowa's community colleges from the passage of House File 2433 to the present is given in Appendix C.

Many of the initiatives of the strategic plan were formulated for implementation at the local community college level and through the cooperation and joint efforts of the colleges, through the Iowa Association of Community College Presidents, the Iowa Association of Community College Trustees, community college liaison groups, and the Department of Education.

"Shaping the Future" is a five-year plan; as progress continues and the condition of the state and nation changes, goals and initiatives of the plan may be revised. Planning is an ongoing activity. The plan may also be amended to reflect new or additional priorities. In October 2002, the State Board appointed a subcommittee, again chaired by Mr. Don Roby, chair of the Community College Council, to incorporate a strategic objective related to the recruitment, enrollment, retention, and success of minorities and women in vocational-technical programs. In January 2003, the State Board of Education amended the strategic plan to include the following goal:

Goal 5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Goals 5 is followed by the series of initiatives to be implemented to accomplish the goal.

Purpose of this Update

The Department of Education's Division of Community Colleges and Workforce Preparation submitted the first progress report on the plan to the Community College Council and to the State Board in January 2002 – "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges – Coordination of Statewide Responses by the Iowa Department of Education – Progress Report to the Iowa State Board of Education – January 2002." This report covered the first six months of the plan's implementation. On August 1, 2002, a full year after the implementation of the five-year plan, the second six-month update was submitted to the State Board of Education.

The second report supplemented the January 2002 report. It included activities undertaken collectively by the community colleges through the Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT), the Iowa Department of Education, and the initiatives undertaken at the local community college level. Following the submission of these two reports, the Department of Education recommended that the reporting cycle move from a six-month to an annual or 12 month cycle.

Iowa's community colleges are designed to be responsive, flexible, and accessible institutions committed to quality. The statewide strategic plan goals and initiatives are consistent with the goals and objectives of all community colleges. Their responses are varied, based upon local and regional needs and resources.

The purpose of this report is to summarize the collaborative responses of the community colleges and the activities of the Department of Education, Iowa Association of Community College Presidents (IACCP), Iowa Association of Community College Trustees (IACCT), and community college liaison groups undertaken during FY03 to accomplish the goals and objectives of the five-year statewide community college strategic plan.

Structure of the Report

This report is divided into the following three parts.

- ◆ Part IA includes background and purpose of this report.
- ◆ Part IB is an executive summary highlighting some of the collective responses of Iowa's community colleges to the strategic initiatives through the joint planning and activities of the community colleges, the IACCP, the IACCT, community college liaison groups, and the Department of Education.
- ◆ Part II is a compilation of the Department of Education, IACCP, IACCT, community college liaison groups, and individual community college responses to each strategic plan initiative. The responses are listed by goal, then by initiative.

Every community college has implemented its own strategic planning process, linking assessment to planning and planning to budget. Each community college monitors its progress toward attainment of its college goals and objectives, and provides regular updates to its board of directors. The local community college goals and objectives are consistent with the statewide strategic goals and initiatives. The community college mission is examined and revised or reaffirmed on an annual basis. Community college plans are submitted annually to the Department of Education.

- ◆ Part III contains the strategic plans and progress reports of all 15 community colleges. A limited number of copies of each college's report have been submitted to the Department of Education. It is the department's goal to provide access to an electronic version of all community college strategic plans and progress reports. An electronic web address providing this access is under construction. In the interim, hard copies of individual community college reports are on file and can be obtained by contacting the Division of Community Colleges and Workforce Preparation at 515/281-8260 or via e-mail at stephanie.weeks@ed.state.ia.us.

Executive Summary

***"Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges"
Progress Report to the Iowa State Board of Education
August 14-15, 2003***

FY03 marks the second year of implementation of "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges." Planning is an ongoing process; goals and objectives are reviewed and are shaped by the changing landscape of the external environment.

In January 2003, the State Board of Education amended the plan to include a specific goal and initiatives related to the recruitment, enrollment retention, and success of under-represented groups (i.e., gender, race/ethnicity, and socioeconomic status) in all community college programs. In FY03, the community colleges individually and collectively (through their leadership, cooperative agreements, and the Iowa Association of Community College Presidents [IACCP]), the Iowa Association of Community College Trustees (IACCT), and the Department of Education undertook a variety of activities to accomplish its goals and initiatives.

This executive summary includes new initiatives and activities undertaken during FY03 to accomplish institutional goals and objectives linked to the statewide strategic plan. The executive summary also highlights major initiatives undertaken by the Department of Education, the IACCP, and the IACCT, as well as collaborative activities involving several colleges in response to the strategic plan goals and initiatives. The accomplishments do not include ongoing, operational activities of the colleges or the Department of Education. The following list is not meant to provide a comprehensive or complete list of these activities, but should give the reader a sense of the collective commitment to the agreed-upon statewide agenda.

- ◆ **Legislative Agenda**—The development of a legislative agenda regarding community college funding and issues for 2003 by the IACCT and IACCP.
- ◆ **Management Information System (MIS)**—Continued refinement of the community college MIS by the Department of Education and the 15 community colleges. As implementation continues, data elements and definitions are revised based on input, and review by the colleges and the department to reflect changing federal and state reporting requirements.

During FY03, the community college adult deans and directors group and the department developed definitions and consensus regarding activities that are eligible for inclusion in the calculation of the FTE (Full-time Equivalent) for purposes of the state general aid distribution. The IACCP (Iowa Association of Community College Presidents) approved the recommendations of the working group and forwarded their recommendations to the Department of Education. The Department of Education has accepted the recommendations of the presidents, and changes in reporting requirements will be included in the year-end reporting manual, and will be implemented in FY04.

- ◆ Community College Performance Indicators—During FY03, the draft of the Community College Performance Indicators was pilot tested. The Department of Education has been working with the National Data Student Clearinghouse in an effort to track community college students who transfer to other postsecondary institutions. The results of that pilot study will be reviewed by the Community College Performance Indicators Task Force in late summer. The results of the pilot test will be reviewed with the community college presidents in the fall 2003. A recommendation regarding a set of statewide performance indicators for the community colleges will be reviewed by the State Board for approval in November 2003.
- ◆ Community College Economic Study—Community College Benefits Study: All 15 community colleges participated in a Community College Benefits Study to determine their economic impact on the state, as well as the college's economic benefit to its local merged area. The IACCT (Iowa Association of Community College Trustees) coordinated the release of the results to the Iowa legislature and other state groups. The methodology of the study was validated by Harvey Siegelman, former Iowa economist, and Adjunct Professor of Economics, Drake University; and Dan Ott, Professor of Economics, Iowa State University. Results were presented at the State Board of Education meeting in May 2003.
- ◆ Administrative Rules: Community College Licensure—The Department of Education coordinated the development and approval of administrative rules regarding community college licensure in meeting the quality faculty development plan and minimum faculty standards. Additionally, the Department of Education, along with the Iowa State Education Association (ISEA), sponsored a workshop regarding quality faculty development plans of which all 15 community colleges participated.

- ◆ Common Course Numbering System—At the direction of the community college presidents, the community college chief academic officers established a committee to guide the development and implementation of a common course numbering system. The target date for completion of the system is fall 2005. The group has established operational goals, produced course equivalency matrices, and has held a number of ICN (Iowa Communication Network) meetings with discipline-specific groups and regents representatives to begin the course alignment processes.
- ◆ Community College Accreditation: During FY03, the following community college accreditation visits were conducted:
 1. Interim Accreditation: Southwestern Community College (October 2002)
 2. Focus Evaluation: Iowa Central Community College (December 2002)
 3. Comprehensive Accreditation: Iowa Central Community College (April 2003)

The comprehensive accreditation report for Iowa Central Community College will be presented to the State Board of Education in 2003. Five (5) major initiatives addressing state accreditation of Iowa community colleges are underway. Two (2) of the initiatives are related to the activities of the Higher Learning Commission (HLC), formerly the North Central Association of Colleges and Schools, and three are related specifically to state accreditation. Initiatives include: (1) the alignment of the Iowa community college accreditation process with the HLC criteria addressing five aspects of institutional performance; and (2) alignment of the HLC's Academic Quality Improvement Project (AQIP) alternate accreditation process with state accreditation.

AQIP is based on the national Baldrige criteria for performance excellence. Its continuing participation indicates a high institutional commitment to meeting the needs of students, and commitment to institutional mission and goals, and pursuing continuous quality improvement. The three initiatives related directly to state accreditation include the integration of the: (1) equity review process into the state accreditation process; (2) integration of the quality faculty development plan (mandated in House File 2394) into accreditation; and (3) integration of program evaluation.

- ◆ ACCES (Alliance of Community Colleges for Electronic Sharing)—Nine (9) community colleges formed a consortium called ACCES. In FY03, the consortium was involved in a vendor selection for a new administrative computing system that will enable the member institutions to greatly improve services to students and

faculty. The two-year implementation schedule will result in the use of the latest technology and query tools to allow community college staff to perform their jobs more effectively, re-engineer processes to maximize service, and query the system to evaluate performance and effectiveness of the colleges to achieve their core mission.

- ◆ Iowa Community College On-Line Consortium (ICCOC): In 2002, the ICCOC was formed; in July 2002, NCA granted approval for consortium members to provide all coursework for an associate degree on-line. In FY03, articulation agreements were finalized with several four-year colleges that allow community college students who have completed programs delivered through the ICCOC to earn their bachelor degree on-line. Articulation agreements were signed with Bellevue University, Nebraska; Capella University, Minnesota; University of Minnesota; Northwest Missouri State; University of Missouri; and Upper Iowa University.

The seven community colleges that form this consortium have experienced significant on-line enrollment growth for the third consecutive year. Enrollments for the consortium increased over 80 percent when compared to FY02. In addition, the number of courses has increased totaling more than 100. The number of on-line instructors is 115. The student satisfaction surveys show that ICCOC courses and services are meeting the expectations of the colleges' on-line degrees. Additionally, Southwestern Community College has formed a three-state partnership which provides students with additional on-line opportunities that are not available with other partnerships.

- ◆ One-Source Training: FY03 was the first full year of implementation of One-Source Training established by gubernatorial proclamation in January 2002. It is a partnership of all 15 community colleges designed to assist businesses, organizations, and governmental agencies in providing consistent quality training throughout the state of Iowa. One-Source is a client's single point of contact to develop, schedule, and coordinate the delivery of training at multiple Iowa locations utilizing the resources and expertise of the community colleges. One-Source negotiates the training contract, including the pricing, trainer pay, and materials costs.

The accomplishments of One-Source during FY03 included a variety of activities including, but not limited to, the hiring of an executive director, development of marketing contract materials, negotiation and signing of a contract with Hy-Vee for the development and delivery of customized Spanish programs for employers in Iowa and surrounding states; an agreement signed between the Association of Business and Industry (ABI) and One-Source to provide training opportunities to ABI members throughout Iowa; and the Iowa Department of Emergency and Management selection of One-Source.

- ◆ On-going Identification by the Community Colleges of Centers of Excellence (i.e., unique or one-of-a-kind programs offered by a specific community college) for the purposes of eliminating duplication and increasing student access statewide to these unique programs.
- ◆ Community College Leadership Development Program—Kirkwood Community College is coordinating a statewide professional development institute that all 15 community colleges have agreed to participate in, to expand the ranks of potential new leaders and administrators from within the system.
- ◆ Continued Development of New Community College Programs—During FY03, there has been continued development of new technology programs, including nursing, ADN (Associate Degree Nursing)-Advanced Standing, veterinarian assistant, horticultural science management, and industrial machine maintenance and repair. Other curricular enhancements include adding CISCO certification to computer and networking programs, expanding certified nurse aide offerings, and MOUS (Microsoft Office Users Specialist) certification, to meet the changing needs of constituents.

Programs under investigation for development include veterinarian technician, outdoor power equipment technician, AS (Associate of Science) biotechnology, facilities management, hospitality management, bioprocessing, electronic systems technician, and social and human services. Closer connections to secondary programs are enhanced through the formation of career academics, being explored at several community colleges.

- ◆ Statewide Articulation—Articulation provides a mechanism for improving quality and enhancing postsecondary opportunities for Iowa's students. Five (5) new statewide articulation agreements have been developed in agriculture (crops, soils, horticulture, ag business, and animal science). Two (2) statewide articulation agreements have been developed in the area of family and consumer sciences (child growth and development and nutrition). All community colleges signed the two revised statewide articulation agreements in business (accounting and keyboarding). Secondary and postsecondary instructors are in the process of developing a computer business applications statewide agreement.
- ◆ Community colleges have expanded and enhanced their articulation and transfer strategies with four-year colleges and universities. In addition to the renewal of ongoing articulation agreements, the community colleges have established:

1. Guaranteed transfer admission contracts (i.e., Northeast Iowa Community College [NICC] with Luther College, Upper Iowa University, University of Nebraska, Loras College, and Clarke College).
 2. Joint admissions between the community colleges and four-year colleges (i.e., students enrolling at NICC who plan to attend the University of Dubuque can be jointly admitted and offered all benefits available to University of Dubuque students while attending NICC).
 3. Dual enrollment between a community college and the University of Iowa (i.e., Kirkwood Community College and the University of Iowa).
 4. Compacts between community colleges.
 5. Bachelors degree completion programs (i.e., BSN [Bachelor of Science in Nursing]).
- ◆ Articulation Conference—Each year, the community college IASA (Iowa Arts and Science Administrators) conducts a discipline-specific articulation conference. In FY03, the topic was teacher preparation; in previous years, subjects included history, agriculture, and computer science.
 - ◆ Iowa Ag Alliance—The community colleges continued their work in implementing the goals of the Iowa Ag Alliance. This alliance complements Iowa State University's (ISU) efforts by providing high quality, low-cost educational programs to students (many of whom continue at ISU) across the state. One of the purposes of the Iowa Ag Alliance is to avoid duplication of offerings.
 - ◆ Entrepreneurship Education—The community colleges, the University of Iowa, and John Pappajohn Entrepreneurial College have formed the Iowa Entrepreneurial Consortium for the purpose of offering entrepreneurialship education across the state. FastTrack Training is offered in each community college district; this program teaches aspiring and current entrepreneurs the skills necessary to start and grow a new business; it may be offered on a credit and/or a non-credit basis.

The Department of Education is also partnering with the John Pappajohn Center to create an Entrepreneurship Education Forum for all Iowa teachers. The department is working with MarkEd and the Consortium for Entrepreneurship Education nationally to implement industry standard and performance indicators. North Iowa Area Community College's (NIACC) John Pappajohn and Business Entrepreneurial Center is establishing an Associate of Science Business/Entrepreneurship degree.

- ◆ Web-Access—The Department of Education, the Iowa Association of Community College Trustees (IACCT), and the community colleges have increased constituent access to community college information via the web. The Department of Education's web-site provides access to all MIS (Management Information System) generated community college reports (<http://www.state.ia.us/educate/ccwp/cc/reports.html>).

A one-stop web-site for Iowa's community colleges is available through www.iacct.org. Community colleges participate in the on-line Iowa Distance Learning Catalog to provide a single source of information for on-line courses offered by Iowa colleges and universities: www.iowalearns.org. IOWA CAREER-NET and www.iowacareer.net, is a starting point for a lifelong learning system that connects many of Iowa's community colleges.

- ◆ Adult Basic Education (ABE) and General Educational Development (GED)—Approximately 17 percent of all high school credentials granted in Iowa in FY02 were GED diplomas and adult high school diplomas awarded through the community colleges.
- ◆ In FY02, Iowa's passage rate on the GED exam was the highest in the nation at approximately 95 percent. The Department of Education, in collaboration with the Comprehensive Adult Student Assessment System (CASAS) and Iowa's community colleges, initiated a three-year English Literacy PILOT project in program year 2001. The project is concluding the third year. The overall goal of the project is to research and identify promising instructional strategies and curriculum offerings designed to meet the learning needs of Iowa's adult immigrant target population. To date, the project objectives are being achieved. Four (4) community colleges served as the initial pilot site. In FY03, an additional four sites were added to the project. The project will begin implementation on a statewide basis (increasing from eight to 15 community colleges) in September 2003.
- ◆ English as a Second Language (ESL) and Civics Education—The Department of Education has successfully implemented the English Literacy/Civics Education program through the existing community college-based ABE delivery system. The purpose of this initiative is not to simply expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education.
 - A. In response to increased migration to its merged area, Hawkeye Community College created a full-time position for an international student specialist.
 - B. Western Iowa Tech Community College's Hispanic coordinator was integrated into the Spanish-speaking community and promotes the college programs.
- ◆ Targeted Industries Offerings—Community colleges expanded their offerings in the targeted industries clusters identified by the Governor that provides quality jobs and wages for Iowans:

1. Life Sciences—Applying a range of technological disciplines to develop food, pharmaceutical, microbiology, chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment, and quality of life.
2. Information solutions, including software development, information and financial services, and communication services.
3. Advanced manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce.

Examples include: (A) Western Iowa Tech Community College's efforts to gain funding for the new Midwest Institute for Advanced Training, which will provide careers in advanced manufacturing, information solutions, and life sciences; and (B) Southwestern Community College (SWCC) is becoming one of three training sites in North America for the Steel Plus Technology Network, Structural Steel Detailing Program. The partnership between SWCC and the Steel Plus Network is to assist in addressing a shortage of qualified steel detailers. The recruitment, training, and placement program will offer students excellent opportunities for employment.

- ◆ Partnerships—The community colleges continue to develop partnerships with businesses, foundations, school districts, community and economic development groups, and others to support educational offerings. Partnership examples include:

1. The Cresco Center opened by Northeast Iowa Community College (NICC) this past year. The center was made possible because the Howard-Winneshiek School District passed an income tax surcharge, which raised approximately \$1.5M, and Featherlite donated \$50,000 toward equipment costs.
2. North Iowa Area Community College (NIACC) increased its membership in their industrial partnership by 25 percent.
3. ICCA (Iowa Central Community College) has been able to expand its nursing program to allow approximately 25 additional students into its program through its work with nine area hospitals and an ACE (Accelerated Career Education) grant.
4. Through an expanded partnership with Fakespace Systems, Iowa Valley Community College District (IVCCD) has been able to create a virtual reality technology track in their mechanical design/CAD program.
5. A nursing simulation laboratory was created at Muscatine Community College with funds from the Carver Charitable Trust and the Muscatine Hospital Health Support Foundation. Indian Hills Community College (IHCC) continues to be involved in the work of the rural health education partnership.
6. Many colleges reported expanding their CISCO training in educational opportunities.

- ◆ Community College Funding— Due to decreasing state general aid, increasing costs, and in response to increasing tuition and fees, the colleges have undertaken a variety of activities, including pursuing alternative funding sources, enhancing their foundations and scholarship funds, providing debt counseling for students, restructuring their administrations, and offering alternative loan options to students. Many of the colleges reported an increase in their efforts in seeking additional funds through grants and donations for scholarship funds and special projects. They continue to seek funds for new programs; for example, Iowa Central Community College received a direct federal appropriation for \$500,000 to build off of its existing law enforcement emergency management and fire safety programs to become a model for bringing cost-effective homeland security training to the first responders in the field.

Kirkwood Community College has received a Department of Labor H1-B grant to develop a Management Information System Career Education Academy and partnership with area high schools. Another example is Eastern Iowa Community College District's ATEEL (Advanced Technology Environmental Education Library), which is a "connected by a river project" with the Davenport Library and is designed to demonstrate an innovative national model to form a broad-based community collaboration; it is funded by the Institute of Museum and Library Services.

- ◆ Developmental Learning Needs—Colleges continue to seek ways to meet the developmental and learning needs of their students. Federal TRIO (includes Upward Bound; Talent Search; and Student Support Services programs) grants have been awarded to several community colleges (Hawkeye Community College and Southwestern Community College) to provide student services to those who are economically disadvantaged, first generation college students, and for individuals with disabilities. Des Moines Area Community College has implemented an innovative "Construction Prep Alliance" (Youth Build), a comprehensive youth (18-24 year olds) and community development program that provides GED instruction, basic skills and development, leadership development, and construction/carpentry skills.
- ◆ Industry Standards—The community colleges continue to develop programs to meet local and regional needs and national standards; for instance, Southeastern Community College reports that it has added the industry-recognized computer certifications for MCSE (Microsoft Certified Systems Engineer), MCSA (Microsoft Certified Systems Administrator), CCNA (CISCO Certified Network Associate), A+ (certification for entry-level hardware technicians), MOS (Microsoft Office Specialist), and Desk-Top Support programs.

- ◆ Gender Balance in Nontraditional Programs and Increased Student Diversity—The colleges have undertaken a variety of activities to increase awareness of the importance of gender balance and ethnic diversity in the institution and their programs. These activities include:
 1. Establishment of institutional diversity committees and task forces.
 2. Conducting employer conferences and job fairs, development and operation of a United States Department of Education funded TRIO (Student Support Services and Upward Bound programs) to provide academic support to low income, first-generation college-going individuals.
 3. Formation of Student Organizations—For example, North Iowa Area Community College’s (NIACC) Breaking Traditions, and Iowa Central Community College’s multi-cultural student union.
 4. Community college multi-cultural diversity fairs.
 5. Developing programs consistent with the Iowa Department of Education’s guidelines for the implementation grant to recruit and retain students into nontraditional programs.
 6. Hawkeye Community College’s (HCC) “Color Me Human” program.
 7. Western Iowa Tech Community College’s (WITCC) Educational Talent Search, and their corporate college’s Hispanic coordinator, as well as their WomanTech Club.
 8. Southwestern Community College’s (SWCC) use of the “Taking the Road Less Traveled” tool kit.
 9. WITCC’s (Western Iowa Tech Community College) general equity marketing campaign; “Why Not Men? Why Not Women? Why Not You?”

The community college strategic plan initiatives demonstrate that Iowa’s community colleges are responding as a system to statewide needs.

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative A:

Establish programs and services to meet constituent needs through ongoing assessment and evaluation.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative A: Establish programs and services to meet constituent needs through ongoing assessment and evaluation.

Department of Education Response

State Accreditation of Community Colleges

- **Introduction and Overview** - Five major initiatives address state accreditation of Iowa community colleges. Two of the initiatives are related to the activities of the Higher Learning Commission (HLC), formerly the North Central Association of Colleges and Schools (NCA), and three are related specifically to accreditation issues in Iowa.

Because an update on state accreditation of community colleges was not included in the Strategic Plan Progress Report for fiscal year 2002, this progress report for fiscal year 2003 includes data related to state accreditation visits for years 2002 and 2003, as follows.

- 1) Comprehensive Accreditation: Western Iowa Tech Community College (March 2002)
 - 2) Interim Accreditation: Southwestern Community College (October 2002)
 - 3) Focus Evaluation: Iowa Central Community College (December 2002)
 - 4) Comprehensive Accreditation: Iowa Central Community College (April 2003)
- **Initiatives Related to the Higher Learning Commission (HLC)** - New accreditation criteria: In June 2000, the Higher Learning Commission (HLC), adopted new statements of mission, vision, values, and strategic priorities. The Higher Learning Commission has established a timeline for the adoption of its revised policies by affiliated institutions. Under the new standards, HLC affiliates will be required to abide by criteria addressing five aspects of institutional performance:
 - 1) Mission and integrity
 - 2) Preparing for the future
 - 3) Student learning and effective teaching
 - 4) Acquisition, discovery, and application of knowledge
 - 5) Engagement and service

Sessions on the new criteria were conducted at HLC's annual meeting held in April 2003. Four Iowa Department of Education staff attended numerous sessions on the new criteria and their implications for Iowa community colleges and the state accreditation system. The new HLC criteria will be effective in January 2005.

Iowa legislation requires that state accreditation coincide with the Higher Learning Commission (HLC) cycle. In addition, current state accreditation criteria are organized under the North Central Association of Colleges and Schools (NCA) criteria used previously. This organizational structure allows the same self-study guidelines to be used for both the state and HLC accreditation processes.

The existing criteria for state accreditation of community colleges must be reviewed, edited, and reconfigured under the new HLC criteria in order to preserve the efficiencies of organizing the Iowa criteria under the HLC criteria categories. The Iowa Department of Education will convene community college personnel and department staff to identify the timelines and action steps necessary to accomplish the conversion. Staff development on the revised accreditation format will be held within the department and across the state. Revision of the Iowa Administrative Code and corresponding rules may be necessary to reflect changes in the process as well.

Academic Quality Improvement Project (AQIP): Begun in 1999 with funds provided to HLC by the Pew Charitable Trust, “AQIP is an attempt to infuse the principles and benefits of continuous improvement into the culture of colleges and universities by providing an alternative process through which an already-accredited institution can maintain its accreditation.” HLC and earlier NCA publications state “what distinguishes AQIP from traditional reaccreditation is its concentration on *systems and processes* both as the basis for quality assurance and as the lever enabling institutional improvements.” Assessment is central to the entire AQIP process, which focuses on nine quality criteria:

- 1) Helping students learn
- 2) Accomplishing other distinctive objectives
- 3) Understanding students’ and other stakeholders needs
- 4) Valuing people
- 5) Leading and communicating
- 6) Supporting institutional operations
- 7) Measuring effectiveness
- 8) Planning continuous improvement
- 9) Building collaborative relationships

Currently, five Iowa community colleges have started or are considering the AQIP process. Further discussion between the Iowa Department of Education and the colleges will include staff development about how state accreditation relates to the HLC’s AQIP evaluation process, reports, and reporting cycle. The role of the interim accreditation visit will also be discussed, as will staff development. The Iowa Administrative Code and corresponding rules may need to be written to reflect changes in the accreditation process.

The HLC is actively engaging Iowa Department of Education management and personnel in AQIP initiatives as it develops its new accreditation process. As part of that effort, department staff participated in AQIP’s Strategy Forum held June 11-14, 2003, in Lisle, Illinois.

Academic Quality Improvement Project (AQIP) strategy forums are four-day workshops in which institutional representatives, typically in teams of six to ten members, participate in a facilitated peer-review process to design Action Projects that will enhance institutional performance, particularly in the area of student learning. To date, about 85 postsecondary institutions have taken part in strategy workshops, including the six present at the June 11-14 workshop, and there are more than 200 Action Projects currently under way. One Iowa community college attended.

The Strategy Forum agenda follows a familiar sequence, from brainstorming through action planning. Included are small and large-group discussions about institutional visions and cultures, stakeholders, leadership, systems and force-field analyses, institutional performance indicators, data collection and analysis, intended outcomes of action plans, success measures, and accreditation portfolios. The workshop sessions encourage candid discourse, with college presidents interacting easily with administrators, faculty, and trustees from their own colleges and other institutions. AQIP facilitators work to foster a sense of shared commitment to seeing the AQIP Action Projects through to completion.

Participants leave the four-day workshop with decisions made about Action Project goals and schedules, communication strategies, success measures, and the division of labor among team members. AQIP teams are instructed to return to their home institutions, gather feedback about decisions made at the workshop, and submit revised versions of their Action Project plans to AQIP's office for review several months later. Given AQIP approval, the formal process of re-accreditation begins at that time.

- Initiatives Related to State Accreditation in Iowa - Integration of Equity Review into the State Accreditation Process: The Office of Civil Rights (OCR) requires the state to conduct equity monitoring on an established percent of the total community colleges each year. In Iowa, this is one community college per year. Discussions about how to integrate accreditation and equity have occurred in the past. The review of state accreditation due to the Higher Learning Commission-prescribed changes presents an opportune time to consider equity integration.

As a precursor to actual integration, the Division's Equity Consultant will participate in the two accreditation visits scheduled for fall 2003. A plan for simultaneous equity visits and state accreditation of Iowa community colleges will be developed, with the assistance of community college personnel, to submit to OCR. The plan would review all 15 community colleges in the ten-year accreditation cycle, as opposed to one per year. Staff development on the revised accreditation/equity process will be needed within the Department and across the state. Revisions will need to be made to Iowa Administrative Code and corresponding rules will need to be written to reflect changes in the process.

A possible sequence for development of the revised accreditation/equity process might be as follows.

- 1) Develop advisory committees (Fall 2003)
- 2) Integrate Equity Consultant into current visitation cycle (October 2003 at Iowa Lakes Community College)
- 3) State accreditation process (October 2003 at North Iowa Area Community College)
- 4) Develop plan for submission to the Office of Civil Rights (Fall 2003)
- 5) Present to Community College Council and State Board (Spring 2004)
- 6) Joint Accreditation/Equity visits (Fiscal Year 2005)

Integration of Quality Faculty Development Plans into Accreditation: Rescinding licensure for community college faculty and subsequent rules for implementing the development of a quality faculty development plan and minimum faculty standards includes components for accreditation. Between July 1, 2003, and June 30, 2006, the department shall review and conduct on-site visits, five each year, to ensure each community college's compliance and progress in implementing a quality faculty development plan. Beginning July 1, 2006, the state accreditation process shall incorporate the standards developed pursuant to section 260C.48, subsection 4. Compliance with the Higher Learning Commission (HLC) faculty accreditation standards will be reported to each community college for use in accreditation starting in 2006.

Program Evaluation: Program evaluation must be integrated into the new state accreditation based on the changes in HLC accreditation criteria. Staff needs to attend HLC conferences to review changing standards.

Program Assessment and Evaluation

- State Program Evaluation System - The state program evaluation system assists Iowa's community colleges in developing, implementing, and maintaining a systematic program assessment process for the continuing improvement of career and technical education programs. The two major objectives are to ensure that 1) each community college has a systematic process to evaluate the quality and effectiveness of career and technical programs and 2) the Iowa Department of Education has reliable and adequate data to respond to public and legislative requirements. Based upon fiscal year 2000 Management Information System (MIS) data, the Iowa Department of Education recommended that Iowa's community colleges needed a uniform process to 1) address the nontraditional enrollment patterns, 2) encourage the enrollment of other ethnic minorities, and 3) improve the graduation rates in all career and technical programs and within career and technical clusters.
- Perkins Basic Grant - The FY 2004 Perkins Basic Grant application was revised to encourage the community colleges to utilize program evaluation and other data to develop the action plans for use of federal 2004 Perkins funds.

Program Development

- Iowa Department of Education Program Approvals - The following community college programs were approved by the Iowa Department of Education: Nursing Advanced Standing (ADN), Veterinarian Assisting, Horticultural Science Management, and Industrial Machinery Maintenance and Repair.
- MAVCC - The Iowa Department of Education is a member of the Multi-state Academic and Vocational Curriculum Consortium (MAVCC). The purpose is to develop and disseminate quality career and technical curriculum materials. MAVCC-produced curriculum is competency-based, integrates the academics, and contains occupational skills using industry-driven standards.

Iowa community colleges have been consumers of MAVCC materials. In November 2002, the executive director of MAVCC conducted a professional development workshop to update the community college Career and Technical Deans regarding current curriculum materials. In addition, the program chair of hospitality careers at Des Moines Area Community College is serving on a committee to revise the MAVCC culinary curriculum.

- Universal Skill Trades Program - A universal skill trades program has been developed. The focus is the provision of apprenticeship programs with access to an Associate in Applied Science degree and beyond. Currently there are two community colleges that have similar degree programs (Kirkwood Community College and Eastern Iowa Community College). Several other community colleges have indicated interest in this program and may establish this program next year.
- National and State Standards - Training on the use of national and state standards models was promoted and provided by Iowa Department of Education consultants for the following: National Automotive Technician Education Foundation (NATEF), Manufacturing Skill Standards, and Microsoft Office Specialist Certification. Staff from the Iowa Department of Education participated in the national skills standards conference. Based upon analysis of community college performance indicator data, the department staff is planning to provide training on skill standards in the upcoming year.

A subcommittee of the business program management committee is developing an alignment with the Iowa model standards, the National Business Education Association (NBEA) standards, and the National Career Clusters Project knowledge and skills.

Iowa is participating in the Institute for the Assessment of Skills and Knowledge for Business (ASK Institute) which is an assessment and certification project administered jointly by DECA and MarkED. DECA and MarkED are both independent 501C(3) organizations that support the development of high school and college marketing and business students nationwide. These organizations provide curriculum, competitive events, leadership development, and classroom activities based on performance indicators continually validated by the business community.

Family and Consumer Sciences and Marketing Education staffs are developing a “pilot school” program with the American Hotel & Lodging Education Institute. This program is an industry skill standards-based program that includes education and business members that certifies students for the hotel and lodging industry. The staff will utilize the results of the pilot study to develop model curriculum.

Career Development

- Iowa Choices - The Iowa Center for Career and Occupational Resources (ICCOR) provides Iowa Choices software/Internet services and training which is utilized in career development and information about educational opportunities. The annual ICCOR survey of postsecondary Iowa schools provided updated information to the Choices vendor. This information is incorporated into the Choices and eChoices systems used by secondary and postsecondary schools, workforce development centers, and others to help individuals make decisions on career and educational goals. These processes are continually evaluated with community college staff that participates in annual user group sessions.

Career Clusters

- Agriculture, Food, and Natural Resources Career Cluster - The Iowa Department of Education provides the co-chair for this national cluster project. In cooperation with the National Agricultural Technology Center, a curriculum clearinghouse, the national agriculture cluster project will continue to develop cluster knowledge and skills in agriculture. This is being supported with a National Science Foundation (NSF) grant in Ag Knowledge.

System-Wide Responses **Contributed by** **Community College Liaison Groups**

Chief Academic Officers (CAOs)

The Iowa Community College Chief Academic Officers (CAOs), at the direction of the Iowa Community College Presidents, established a committee to guide the development and implementation of a common course numbering system for Iowa community colleges. The target date for completion of the system is fall semester of 2005. Kathy Brock, Northwest Iowa Community College, chaired the committee for 2002-03. Working in concert with the CAOs, the group established operational goals, produced course equivalency matrices, and held a number of Iowa Communication Network (ICN) meetings with discipline groups and regents representatives to begin the course alignment process. The course matrices are on-line at www3.witcc.com/ccn.

Continuing Education

Over 331,000 Iowa citizens participate in non-credit community college courses each year. These non-credit courses are probably the most accessible source of lifelong learning available within the state. They include training, retraining, and upgrading for employment, relicensure, and recertification of professionals, as well as the training inherent in economic development initiatives offered through the community colleges.

Because of its significance in the state, non-credit programming activity requires consistent reporting by Iowa's community colleges through the Iowa Department of Education's Management Information System (MIS). Only through consistent reporting will an accurate portrait of non-credit programming activity be available to the Iowa legislature, the business and industrial community, and the general public.

To ensure consistency, the Iowa Department of Education and the Adult Education Deans and Directors joined forces to revise the *Contact Hour Reporting Manual* that is used to submit student and course data via the MIS. A key objective was to improve reliability of data without losing sight of the diverse educational and economic needs of each community college region. For this reason, participants in the year-long process of revision took special care in developing standard definitions for reporting.

The result is a revised manual that provides a more comprehensive and understandable picture of non-credit programming activity in Iowa than previously available. Endorsed by the Iowa Department of Education and by all 15 Iowa community colleges, the revised *Contact Hour Reporting Manual* goes into effect at the beginning of fiscal year 2004.

Community College Responses

Northeast Iowa Community College (NICC)

- **Program Review Process** - Every program is evaluated every five years during a complex process to determine and guarantee quality and responsiveness to community need. There is also a "viability review process" for monitoring circumstances that warrant investigation and assessment at any time.
- **Advisory Committee Input** - Every program has a multi-member advisory committee. They look at community and industry needs and the elements of education and training that are needed. Members of the advisory committee are employed or experienced in the area of study. Gender and racial balance is attempted on these committees.
- **Graduate and Employer Surveys** - Graduates and employers are surveyed each year to assess NICC goals and provide a quality education.
- **Chamber and County Employment Needs Assessment** - Several Chambers of Commerce in northeast Iowa conduct regular assessment of their members regarding a trained workforce. Northeast Iowa Community College is a member of these Chambers, participates in these surveys, and provides a college response to issues raised.

- **College Planning/Visioning Process** – Northeast Iowa Community College (NICC) has an annual “visioning” and strategic planning process to evaluate goals appropriate for the college.
- **Academic Quality Improvement Project (AQIP)** – Northeast Iowa Community College is accredited by the North Central Association of Colleges and Schools (NCA). The current accreditation is confirmed through 2007. The college has elected to participate in the Academic Quality Improvement Project (AQIP) to fulfill its future requirements for re-accreditation. The college submitted its formal application to AQIP and was accepted into the program earlier this year. Since then, the college has drafted, discussed, and finalized the improved projects that will be the focus for the next three years. These projects have been accepted by AQIP. They will be formally submitted as the major areas that NICC will work to improve before its next formal review in 2007. Implementation has already begun on the improvement projects.
- **Distance Learning Courses** – Northeast Iowa Community College students continue to take advantage of the convenience offered by the Iowa Communication Network (ICN), on-line, and independent study classes. The 1,331 enrollments for summer 2003 totaled 3,934 credits. That represents 35 percent of the total credits district-wide for the summer term. On-line classes generate the greatest interest with 48 summer classes and an enrollment of 611 students, which is a 49 percent increase from the previous summer term. The college is now able to offer the Business Specialist degree totally on-line.
- **Vision Teams** - Interdepartmental cross-college teams on each campus meet to evaluate college responsiveness and student satisfaction. Student surveys and focus groups are a primary way in which to learn about and respond to student issues.

North Iowa Area Community College (NIACC)

- **Serving Students from All Educational Backgrounds** - All incoming credit students must present American College Testing (ACT) scores or take the Computerized Adaptive Placement Assessment Support System (COMPASS) exam. In fall 2002, 29 percent of students testing on COMPASS had scores indicating the need for basic math instruction. Over half of those students enrolled in one of the basic math courses, and over 80 percent of those students were successful. Similarly, 16 percent of the new students in fall 2001 indicated a need for basic writing instruction. Nearly 80 percent of the students who chose to enroll in basic writing classes were successful and nearly 94 percent of the students in basic writing classes who attempted Communication Skills credit were successful.

Several General Educational Development (GED) graduates are offered scholarships to continue their education in the credit division.

The Student Support Services program provides tutoring and special counseling assistance for students with deficient academic skills.

- **Serving Students from All Socioeconomic Backgrounds** - Most North Iowa Area Community College (NIACC) students receive some sort of financial assistance, whether it is in the form of state and federal aid, Foundation scholarships, or state funding for shared programs, such as Tech Prep or Postsecondary Enrollment Option (PSEO). Student Support Services also provides special guidance for first generation college students, which make up 80 percent of the student body.
- **Serving Students from All Corners of Our District** - NIACC offers courses in outreach centers located throughout our nine county area. Centers are located in Charles City, Garner, Hampton, Lake Mills, Osage, and Forest City. Students can now complete their entire associate degree on-line. In addition, many courses are offered on the Iowa Communication Network (ICN) throughout the district and through Iowa Public Television (IPTV).
- **Serving Students with Special Needs** - Students with disabilities are provided services through vocational rehabilitation on campus, as well as special needs assistance through the counseling center. Accommodations are made for students with documented disabilities through the director of counseling. Academic and counseling support is provided for all students through the Student Learning Center and by professional counselors.
- **Utilization of Effectiveness Data for Improvement** - Each NIACC arts and sciences department has a departmental plan for the assessment of student learning. A systematic review process provides feedback for improvement of the plan and the students. In Spring 2003, the science and social science plans were reviewed and approved by the Academic Affairs Council.

Each NIACC career and technical program has a departmental plan for the assessment of student learning that is imbedded in the program review and evaluation system. The following programs were reviewed and their plans-of-action approved during the 2002-2003 academic year: Accounting, Automotive Service Technology, Medical Assistant, and Office Technology.

A student opinion survey is distributed to a random sample of current students, which is representative of the student body. The results are used to review student satisfaction with services and instruction and to make improvements. In 2003, focus groups were also formed to better understand student perceptions of the entire college. This data was used to significantly change the orientation program and to design a campus-wide information system.

Iowa Lakes Community College (ILCC)

Academic Skills Matrix

- Developed Academic Skills Matrix as a pilot project with 17 Perkins targeted program faculty and Success Center staff to identify at-risk students and improve advising efforts.

Accreditation Process

- Iowa Lakes Community College is committed to continuous quality improvement measures.
- A team of administrators and faculty members attended a training session on Academic Quality Improvement Project (AQIP) at the North Central Association of Colleges and Schools (NCA) annual conference.

Advisory Committee

- Each program coordinator meets annually with the program advisory committee to gain insight into curriculum development and identify technology and equipment needs to assist student's transition into the workforce.

Alternative Delivery Learning Opportunity

- During fiscal year 2003, ILCC faculty has developed 29 on-line courses, which is a substantial increase from the previous year.
- Fast track and compressed time courses provide area constituents convenience without compromising quality.
- Iowa Communication Network (ICN) and Iowa Lakes TV courses provide an economical alternative for students unable to travel to the origination site for classroom instruction.

Assessment Review Committee

- Evaluated strategies and identified areas of focus during an annual summer retreat.
- Drafted and distributed a hard copy of the Program Review Process.
- The committee coordinates a comprehensive, interdisciplinary program review for eight programs on an annual basis. *(Each program is included in a comprehensive review every five years.)*

Community Needs

- Discussions with area business and industry leaders occurred during six community focus group meetings. Topics at all locations included: 1) challenges area businesses face in regard to employment, technology, and training, 2) assessment of readiness for employment of the college graduates and 3) identification of additional partnership opportunities.

Institutional Effectiveness

- Tools utilized to assess program and college effectiveness include, but are not limited to: Alumni Survey, Before Graduation Survey, Collegiate Assessment of Academic Proficiency (CAAP), Employer Survey, Entering Student Survey, Former Student Survey and a series of student focus groups held at all college locations.

New Program Development

- Iowa Lakes responds to community and constituent needs through the investigation of new programs. Currently, eight programs are in the developmental stage.

Student Assessment and Enrollment

- Initiated Noel-Levitz, Learning Styles Analysis and Successful Learning class. Individual Assessment of Skills for Successful Entry and Transfer (ASSET), Computerized Adaptive Placement Assessment Support System (COMPASS), or American College Testing (ACT) scores are used as placement tools for student success and development within the classroom.
- Initiated ACT “*Entering Student*” survey in summer/fall 2002.
- Initiated Student Focus Group process to be continued in odd numbered fiscal years.

Northwest Iowa Community College (NCC)

- **Formal Program Evaluation** - All credit programs are evaluated on a five-year cycle. This is a comprehensive process, which includes surveys of both past graduates and their employers that assess both quality and appropriateness of program content and delivery. This is used to determine if programs are meeting student and industry needs.
- **Advisory Committee Involvement** - Every program has an Advisory Committee consisting of representatives from various elements of the related industry. These representatives provide input in determining whether the education and training being provided, meet current needs of industry. They also provide insight into possible demands for training in the future.
- **Student Interest Survey** - In cooperation with the local area education agency (AEA) and all the local school districts, a survey of all 8th grade students and high school juniors is conducted annually to determine future career interest. As a result of analysis of these responses, the college started its pre-education program several years ago.
- **Strategic Planning** - This year, NCC started the process of developing a new Strategic Plan. In the spring of 2003, multiple college employees participated in an environmental scanning process. A review of the information obtained in this process will form the basis of the Strategic Plan.
- **North Central Association of Colleges and Schools (NCA) Accreditation** – Northwest Iowa Community College is currently in the midst of its self-study, in preparation for an NCA accreditation visit in the fall of 2004. A survey was conducted of all college employees to determine their perception of effectiveness in all services provided by the college.
- **Internet Courses** - All students taking Internet courses through NCC are provided an extensive survey, which provides input on the course, the instruction, and the Internet delivery system. This input is used in future planning of the Iowa On-line Community College Consortium, of which NCC is a member.
- **7 X 7 Courses** - As a result of very positive feedback from students in 7 X 7 courses, the establishment of this delivery format has been expanded at the college.
- **Enrollment Management Team** - An Enrollment Management Team has been formed to take a critical look at existing programs, as well as potential new programs as they relate to student interest and industry needs. They are also developing recruitment strategies for current programs.

- **Development of a Comprehensive Student Assessment System** – Northwest Iowa Community College is in the third year of a Title III grant, which includes the development of a comprehensive student assessment system and the development of the appropriate developmental activities. (This year, the college implemented a mandatory cut-off score in the areas of mathematics and is field-testing a similar process in the communications area.)
- **New Programs** - As a result of assessing student interests and community needs, the college initiated an Associate Degree Nursing (ADN) program this year. Steps have been taken this past year to expand the secretarial program to include a two-year option, which involves the potential for an internship. To better serve the needs of part-time students, the college has developed an alternative program, which provides the curriculum for the Licensed Practical Nurse (LPN) program over two years.

Iowa Central Community College (ICCC)

The college actively utilizes input from advisory committees, employers, and community members to assess and meet student needs throughout the service area.

Recently the Department of Education conducted an accreditation visit. Two strengths identified by the team were:

- The college's responsiveness to the area by meeting the twelve points of the state statute for community colleges, and
- The strength of the advisory committees and the college's strong relationships with business and industry.

Assessment

In the spring of 2002, the ICCC assessment process took on a new direction. The assessment team discovered that the process is more complex than simply assessment. Thus, the assessment team became known as the Learning Improvement Process Team (LIP Team). Learning Improvement, which includes academic assessment, is a people driven process with the primary participants being the students and the faculty.

One of the first tasks of the newly formed LIP Team was to analyze the ICCC institutional outcomes. The original eleven outcomes were consolidated into the following three learning outcomes:

- Students will demonstrate the ability to use critical thinking skills. (*Think clearly, critically, and creatively, analyze, synthesize, integrate, and evaluate in many domains of human inquiry.*)
- Students will demonstrate that they have learned to communicate effectively. (*Communicate with different audiences using varied means.*)
- Students will demonstrate that they have learned personal responsibility. (*Make reasoned judgments and responsible commitments.*)

Reducing the number of learning outcomes allows the faculty to conduct assessment efforts in a more clearly focused direction. These outcomes used to assess general education, are assessed in the classroom using instructor designed assessment tools. One learning outcome will be assessed each year, rotating so each outcome will be evaluated every three years.

To stimulate faculty involvement, learning teams were formed. In these teams, faculty discuss topics of common interest. Faculty learning teams meet face-to-face once a month and communicate primarily via e-mail between meetings. During the 2002-2003 academic year, most teams held discussions on defining critical thinking and shared ideas on how it can effectively be assessed.

Faculty responsibilities in assessing learning outcomes are:

- Develop an assessment tool and evaluation scale/rubric to measure student success in achieving one of the learning outcomes.
- Administer the assessment to students in a class or multiple section classes.
- Identify those students in the class who fail to meet the objective. Students who fail to meet the minimal requirements will be identified and marked on a class list.
- Complete a learning outcome assessment report form for the outcome assessed. Information from this electronic form will be entered into a database.
- Submit the original assignment and any grading scale/rubrics used in the evaluation.
- Submit representative documents that demonstrate the best example from the class and another that demonstrates minimally acceptable performance. If the faculty is teaching multiple sections of the same course, one set of documents (the best and a minimally acceptable one) may be submitted, representing all sections.

Faculty assessments, with all supporting materials, are turned into their department chairs at the end of each semester. A panel of Learning Improvement Process (LIP) readers reviews the faculty assessments. Reviewers write a strength statement and a recommendation for improvement statement for each assessment. Each assessment is read by three LIP readers and thus, faculty members receive feedback from three different individuals. This feedback is intended to help instructors improve teaching performance resulting in increased learning by the students.

New Programs Developed the Past 12 Months

- **Mechanical Maintenance** - Developed in response to the needs of Area V businesses and industries.
- **Agriculture Technology** - A new two-year program will begin in September 2003. Students will gain employable skills through such courses as Animal Science, Crop Production, Agriculture Sales, and GPS Technology. In addition, students will receive practical experience in some of the largest agricultural businesses in the Midwest.
- **Dental Hygiene** - The college is currently reviewing offering a Dental Hygiene program. Meetings have been held with area dentists regarding the need for a dental hygiene program.

- **Industrial Laboratory Technician** - The program had ten first year students enrolled during the 2002-2003 academic year. Unfortunately, the college experienced a larger degree of attrition than expected and recruiting students into the program was very difficult. The academic rigor of the program was such that perspective students needed a very strong background in math and science to be successful. Some students could not meet the academic challenge and two students who performed well academically, transferred to majors in pre-professional areas such as Pharmacy. Thus, following the recommendations of the advisory committee, some curriculum changes for the upcoming year were initiated that will assist students in meeting the academic goals of the program. Components have been added which make the program more hands-on and more specifically related to the jobs for which they are being trained. Originally, students could choose from a Chemical Tract or a Biological Tract in which to emphasize their studies. It has been decided to combine these two tracts into one course of study.

New programs started in the 2002-2003 school year for which high schools awarded high school credit for community college credit courses include: Webster City Auto program, Humboldt Carpentry program, and, and CISCO Web Training.

Distance Learning

Iowa Central Community College (ICCC) continues to expand the number of on-line classes offered. The following courses were developed during the 2002-2003 school year: Psychology of Human Relations, General Psychology, American Literature, Bio: Exploration of Life, Nutrition, Introduction to Religion, American Minority Relations, Modern Asian Civilizations, Fundamentals of American Government, United States State & Local Government, and American Civilization Since 1877. The Higher Learning Commission of the North Central Association of Colleges and Schools approved ICCC to offer an Associate in Arts (AA) degree via the Internet in June 2002. The offering of an AA degree via the Internet will allow the college to better accomplish its mission, which focuses on quality in learning and providing education to diverse individuals within and beyond the classroom.

Ezenia, Inc. and ICCC have teamed up to bring a new delivery of on-line courses to students. Iowa Central will now be able to offer live and recorded on-line classes. Students will be able to interact using voice, video, and text communications. This will bring more interaction between student and instructor, giving the class more options than before. Iowa Central instructors can communicate with students in ways other than e-mail. Each computer will have a camera for video, headset for audio, and keyboard for text messaging. Instructors will teach using chat rooms and by talking to students. After the program is up and running, the software will have the capability to record all classes taught over the system. This will allow students to view the class at a later time in the day. Essentially, a student will be able to view an 8:00 a.m. class at anytime.

Iowa Central Community College is continually trying to better serve its constituents and increase student enrollment. Students who desire an AA degree will have more opportunities to enroll in classes with ICCC, through offerings of the new Iowa Communications Network (ICN) pilot program, (Enzenia, Inc.) and offer ICN, Iowa Central Telecommunications Network (ICTN), on-line, and guided self-study (GSS) classes.

Iowa Valley Community College District (IVCCD)

Iowa Valley Community College District (IVCCD) is constantly assessing the needs of constituents and establishing programs within both the credit and continuing education divisions. The district has implemented changes to the credit division based on the assessment, such as adding a virtual reality technology track to the Mechanical Design/CAD program, adding CISCO certification to the Computer Networking program, adding a program site (Grinnell) to the nursing program, expanding Certified Nurse Aide (CNA) offerings, and implementing an electrical program. English as a Second Language (ESL) courses and Microsoft Office Users Specialists (MOUS) certification have both been expanded to meet the changing needs of constituents.

The district has implemented changes to the continuing education division to better meet the needs of off-campus communities. Programs have been restructured to establish a county-wide focus in Poweshiek, Hardin, and Tama counties. Advisory councils meet with coordinators to assess and evaluate the wide range of continuing education needs, including small business training, local economic development, career training and retraining, and adult education. Also, IVCCD has acquired a downtown Marshalltown site where plans are in progress to establish a Community Outreach Center that will assist with main street training and education programs and respond to the need to train and educate the local Hispanic and other immigrant populations.

Hawkeye Community College (HCC)

Hawkeye Community College undertook a variety of activities in response to this statewide initiative. They include:

- Continued assessment of student writing by comparing student portfolios with student grades to measure increased consistency in application of writing course standards.
- A faculty classroom assessment handbook was completed this year. This handbook explains assessment processes and provides classroom and program assessment activities.
- Created and administered an on-line course assessment tool.
- Initiated the concept of “learning communities” through the implementation of paired courses. A consultant assisted in developing a learning communities plan for the college.
- Completed assessment and evaluation of 20 percent of the applied science and technology programs through the college’s formal academic program review process.
- Created a College Research Office and appointed a College Research Team.
- Formally became a member of the Higher Learning Commission’s Academic Quality Improvement Project (AQIP) accreditation process and began training all staff in continuous process improvement methods.
- Completed the first annual cycle of ends-based monitoring reports to the college’s Board of Trustees, according to the Board’s policy governance structure.
- Continued work to establish a longitudinal student database to support assessment activities. Through this process, curriculum revisions have been made regarding developmental courses and related credit offerings.

- Reviewed the college's transfer agreements with Regent institutions, Wartburg College, and Upper Iowa University to provide current information to students interested in transferring to four-year institutions.
- Developed K-12 partnerships with school districts in areas of contracted courses and CISCO computer training.
- Emphasized articulation as an integral component of new program proposals in career education and career option offerings.
- Revised Natural Resources curriculum to include additional transfer track and transfer courses. The revised courses directly benefited the students enrolled in the College's Brownfields Training Grant, allowing them to earn college credit while participating in the Brownfields grant.
- Incoming students are surveyed with the American College Testing (ACT) Faces of the Future and second year students are surveyed with the ACT Student Opinion Survey. The data collected from these surveys provides additional demographic information about our students and provides insight into student experiences with the college.

Eastern Iowa Community College District (EICCD)

Approach

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Assessment of learning at EICCD takes place at the classroom, course, program, and institutional levels, of both credit and noncredit programs. Quality is measured in terms of the needs and requirements of the students and stakeholders. Data is segmented internally and trended institutionally, as well as compared to other Iowa community colleges and higher education institutions. National data is used when available. Assessment results are used to target areas for improvement, and are included in the longer and shorter term strategic plans.

Eastern Iowa Community College District is one of the earliest participants in the Higher Learning Commission's alternative accreditation program, the Academic Quality Improvement Program (AQIP), based on the national Baldrige Criteria for Performance Excellence. Its continuing participation indicates a high commitment to meeting the needs of its students, fulfilling its mission and goals, and pursuing continuous quality improvement.

Eastern Iowa Community College District also has been active in the Iowa Recognition for Performance Excellence program since its inception. The college submitted a Leadership Tier application to the program in 2002. The district qualified for a site visit of examiners from business and industry in Iowa, and after close work with the program's feedback report to the district, is submitting an application again in 2003. Eastern Iowa Community College District intends to submit an application to Baldrige National Quality Program in May 2003.

Current Activities

Eastern Iowa Community College District conducts frequent labor market assessments, and utilizes data from Iowa's Workforce Development database to determine the need for programs. Programs currently under investigation include Veterinary Technician, Outdoor Power Equipment Technician, AS- Biotechnology, Facilities Management, Hospitality Management, Bio Processing, Electronic Systems Technician, and Social Service/Human Services.

On-going learning assessment and improvement for credit courses includes assessment of entering skills, academic achievement, current, graduate, and former student satisfaction of educational and support services, formative measures within individual classes, and program evaluation and planning. District councils, administration, and faculty use the resultant data to create action plans for addressing areas for improvement.

Credit general education assessment using the ACT, Inc.'s Collegiate Assessment of Academic Proficiency (CAAP) for 2002-2003 for reading, writing, and mathematics demonstrated that EICCD students are performing at national norms in these areas. Science students performed above national norms. Students who have successfully completed EICCD developmental courses performed at national norms in all areas. Linked data with entering assessment scores from Computerized Adaptive Placement Assessment Support System (COMPASS) and American College Testing (ACT) tests demonstrated that EICCD students gained between the pre and post testing more than national student gains in writing, science, and math.

Annually, EICCD evaluates career education programs through an extensive program review process including: 1) survey data from students, alumni, faculty, employers, graduates, and leavers; 2) a departmental self-study; 3) demographic, placement, retention and learning achievement data; and 4) revision of curriculum. The programs that were evaluated in 2002-2003 were Automotive Technology, Construction Management, Graphic Communications, Health Information Technology, Heating, Ventilation, and Air Conditioning, Industrial Engineering Technology, and Sign Language Interpreter. Funds were distributed according to the needs presented in the self-studies, and action plans were designed to address opportunities for improvement.

Eastern Iowa Community College District piloted a General Education Program Evaluation Review to evaluate program goals, objectives, curriculum, articulation and supplier relationships, and assessment approaches and results in 2002-2003. The area of communication was evaluated, and a survey about the use of speech and writing in other EICCD general education courses was conducted. An action plan was created to address improvement opportunities, and assessment approaches for a writing exit from the developmental course preceding Composition I and a speech skills outcome assessment were designed. The approaches will be piloted in fall 2003.

Consistent monitoring and evaluation of needs for noncredit programs, services, and learner satisfaction is also in place. Course participant evaluation data is collected, aggregated, and reviewed by councils monthly or quarterly to monitor performance levels and identify areas to improve. A customer survey was designed and administered to determine the reasons companies chose their contract trainers.

A community satisfaction survey was conducted using a third party in fall 2003, indicating community awareness and satisfaction levels with EICCD programs. Ninety two percent of the respondents said they would recommend the EICCD colleges to a friend or relative. A three percent dissatisfaction rate was reported.

Also in fall 2002, EICCD administered the Noël Levitz Student Satisfaction Survey and showed an increase in student satisfaction in all areas of the instrument: instructional effectiveness, academic advising, registration effectiveness, concern for the individual, academic services, admissions and financial aid, student centeredness, campus climate, safety and security, campus support services, and responsiveness to diverse populations. Improvement occurred since the last administration in all areas. Additionally, current satisfaction levels are above national satisfaction levels in all areas.

The district is currently composing its electronic portfolio, addressing the nine Academic Quality Improvement Project (AQIP) criteria as its activities are in its fourth and final year in this cycle of AQIP activities. The portfolio will be available on its website in late fall.

Kirkwood Community College (KCC)

Kirkwood Community College is a partner in the Technology Corridor. The Technology Corridor is a committee made up of representatives of the Cedar Rapids Area Chamber of Commerce, Priority One, Iowa City Area Chamber of Commerce, Iowa City Area Development Group, the University of Iowa, MidAmerican Energy and Alliant Energy. In 2002-2003, this committee initiated a regional Laborshed Study. This study surveyed area residents within the corridor to evaluate labor force patterns and education-skill levels. Planning is also underway to update the Skills 2000 Study completed and released in 1998/1999. This new study will be called Skills 2006 and will survey 250 companies regarding industry skill needs within the region.

The information gathered in both of the studies will help Kirkwood continue to evaluate education and training needs of both the citizens and the businesses in the region, and continue to adapt to meet these needs.

Kirkwood Community College is part of a consortium of nine community colleges called ACCES (Alliance of Community Colleges for Electronic Sharing). ACCES chose Datatel as the vendor for a new administrative computing system that will enable colleges in the consortium to greatly improve services to students and faculty. The two-year implementation time schedule will result in the use of the latest technology and query tools to allow community college staff to perform their jobs more efficiently, re-engineer processes to maximize service, and query the system to evaluate performance and effectiveness of the colleges to achieve their core mission.

The Automotive Technology Academy is being expanded to Prairie High School. This Career Edge Academy program serves students from six area high schools and responds to workforce needs in this skill area.

Des Moines Area Community College (DMACC)

A \$1.75 million Title III grant was submitted to the United States Department of Education which focuses on the assessment and evaluation of under prepared students.

A Department of Labor grant helped fund research to create a workforce development strategy to address the needs of high school dropouts and dislocated workers. This research also involved addressing employer's needs related to skills shortages. More than 200 businesses and over 300 dropouts and dislocated workers were surveyed.

Des Moines Area Community College, as a partner in the Des Moines Higher Education Collaborative, assisted with the development and implementation of an on-line survey for downtown Des Moines employers. The survey addresses training needs of employers and their employees

Des Moines Area Community College has a comprehensive program of assessing institution effectiveness through on-going evaluation of student and stakeholder needs. The assessment program includes student assessment, program assessment, and assessment of institutional and community needs.

Student Assessment:

- Assessment of students upon entering DMACC, through the use of Computerized Adaptive Placement Assessment Support System (COMPASS) and other diagnostic testing.
- Assessment of student academic achievement throughout the chosen program of study at DMACC through faculty-designed discipline and program-specific assessment projects.
- Assessment of student success upon completion of a program or degree through analysis of raw student data, as well as program specific data. Assessment is routinely conducted through employer follow-up studies, analysis of transfer information at the three regent universities, student portfolio analysis, exit testing, capstone courses, and other skills assessment tools. Des Moines Area Community College also analyze grade distribution, course completer information, course withdrawal information, retention information, and other data at the course and student level.

Program Assessment:

- Each program and discipline completes a program evaluation each year, which is used to identify staffing, equipment, and material and supply needs for the following year. It is also used to identify program enrollment concerns that may need to be addressed. These evaluations are completed by the program chair-group leader-district chair with assistance from the discipline or campus dean, and are submitted to the Executive Director, Academic Support and Assessment for review.
- Each year, the office of the Senior Vice President of Academic Affairs collects the following data on all programs for review by the Executive Council and the Academic Affairs Deans. This information is used to determine trends in enrollment, program demand, faculty load, student placement, and program cost.

- Once every five years, a comprehensive program evaluation is completed for each career program or academic discipline. The comprehensive evaluation contains the following information:
 - 1) Student satisfaction survey analysis
 - 2) Graduate satisfaction survey analysis
 - 3) Employer satisfaction survey analysis
 - 4) Advisory committee survey analysis
 - 5) Program assessment plans/student learning assessment plans
 - 6) Demographic and enrollment patterns
 - 7) Classroom inventory and usage analysis
 - 8) Course sequence information
 - 9) Program goals
 - 10) Program competencies and grids
 - 11) Staff development activities
 - 12) Institution building activities of the faculty

The comprehensive evaluations are used as a blueprint for major program and curricular changes. The evaluation is completed by all faculty involved in the delivery of the program, and the Dean, with assistance from the program development office.

Assessment of Non-Academic Services and Programs:

Des Moines Area Community College is moving to the Academic Quality Improvement Project (AQIP) model of evaluation through the North Central Association of Colleges and Schools (NCA). Staff have completed AQIP Leadership Training and Vital Focus Training. In June 2003, staff will participate in the AQIP Strategy Forum.

Assessment of Institutional and Community Needs:

The Des Moines Area Community College Strategic Plan is designed to identify institutional needs and goals, and set priorities for the future. Although the process is very new, the Strategic Planning Council has identified several institutional priorities. Also, each career education program has an advisory board that meet a minimum of two times a year. One of the responsibilities of the advisory boards is to identify and respond to community needs for program graduates.

Additionally, the DMACC Institutional Development Division has conducted several external studies to determine community needs:

- Des Moines Area Community College participated in the 2001 Faces of the Future Study, sponsored by American College Testing (ACT).
- In 2001, DMACC also commissioned a comprehensive study of our regional name recognition and market penetration titled Attitudes and Opinions Toward DMACC.
- In May 2002, DMACC commissioned a parent survey of 16 to 18 year old youth to determine name and value recognition to a more specific group.
- In 2000, the Clements Group conducted a Feasibility Study for DMACC for a potential capital campaign.

The Executive Director of Planning and Research directs the data gathering and analysis that will drive the decision-making processes. All academic assessment has been centralized under one department, The Office of Academic Support and Assessment.

Western Iowa Tech Community College (WITCC)

In 2003, Western Iowa Tech Community College (WITCC) completed a comprehensive review of general education competencies and fine-tuned its process for reviewing student learning outcomes of technical programs. The activities represent the College's commitment to continuous improvement of teaching and learning through assessment and evaluation. One direct product of this commitment is the new Computer Foundations course, a remedial course designed for students lacking knowledge in basic computer functions. The college redesigned the program review process to address student and community needs and student access, learning, and success.

Iowa Western Community College (IWCC)

- Based on the results from a formal Strength, Weakness, Opportunity and Threats (SWOT) analysis, as well as review of utilization data, Iowa Western Community College implemented a comprehensive revision and upgrading of the Learning Resources Center operations and facilities to enhance student use of facilities and services. This has resulted in more efficient management of resources and increased utilization by students and faculty.
- Completed comprehensive program evaluation process for all career and technical programs.
- Completed focused review and revision of specific programs of study (Electronic Graphics Design, as well as Manufacturing Engineering Technology) with attendant implementation plan.
- Implemented two discipline-specific (Mathematics and Writing), departmentally-located tutorial laboratories to enhance probability for student success.

Southwestern Community College (SWCC)

Assessment Committee

During the 2002-2003, Southwestern Community College conducted an extensive review of their Student Academic Achievement Plan and studied models to be implemented that address comprehensive institutional effectiveness. Plans have been made to hold a two-day workshop in November of 2003 for all faculty and staff members to be trained for the implementation of the Nichols Model, a model designed to train community college personnel to:

- Conduct on-going assessment and evaluation of all divisions of the institution through systematic review of data.
- Establish goals based on collected data.
- Measure effectiveness of goal achievement based on data-driven results.

Employer Satisfaction Survey

An Employer Satisfaction Report is completed annually by using information obtained from a graduate placement survey of the previous year. Surveys are mailed to employers who have hired graduates of Southwestern Community College's vocational/technical and career option programs.

The Employer Satisfaction Report is used to assist the Southwestern Community College administration, Board of Directors, faculty and staff stay abreast of changes in today's workplace. Also, the information is used to evaluate educational offerings and to make modifications as needed.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Program Evaluation

Program evaluation is designed to provide a systematic assessment of all vocational/technical and career option programs offered at the college. The purpose of the process is to identify the strengths and weaknesses of each program and to encourage a process of program improvement. An interdisciplinary assessment team conducts program evaluation. Each program is evaluated annually by faculty and is evaluated in-depth by the program evaluation committee on a five-year cycle.

The evaluation process includes specific components identified by the Department of Education and is to include a review of: the curriculum, recruitment, educational resources, advisory committees, student achievement, staff development, student completion and graduation rates, and placement data.

Adult Education

The Adult Basic Education (ABE) program is now assessing every learners' academic needs as they enter the ABE classroom. Goals range from learning English as a Second Language (ESL), reading, writing, communications, and math enhancement, to studying for the General Education Development (GED) tests. The instrument used statewide is Comprehensive Adult Student Assessment System (CASAS). Learners are then evaluated periodically to show learning gains.

All nurse aides complete a reading assessment. Reading for Understanding is the tool used. If a student is unable to complete parts three and four, they are referred for learning assistance at an ABE class or the Comprehensive Learning Center.

Workplace Assessment and Evaluation

Southwestern Community College has responded to requests from area industry to analyze the basic skills requirements for jobs and training at facilities. A collection of forms and job materials, interviews, and observations are used to determine basic skills competencies required to be successful on the job. A Workplace Analysis Basic Skills Needs Report is written for each job position. The report summarizes the reading, writing, oral communication, math, and critical thinking used in each job position. Utilizing the Comprehensive Adult Student Assessment System (CASAS), employees are given a basic skills assessment. Employees below a desired level or wanting to increase a level, are encouraged to take skill enhancement classes from Southwestern Community College Adult and Continuing Education.

Additional Assessments

A substantial number of additional assessments are completed throughout each year to determine current and future needs of students. These include:

- Student Support Services, Student Satisfaction Survey - how students accessed services and whether the services were helpful.
- Graduate Placement Report – statistics of graduates per program, number employed, field of employment, location, and annual salary range.
- Student Demographics – survey taken during registration, orientation or testing to collect information on part-time/full-time, age, male/female, residence, housing, funding, college choice, needed services, scheduling preferences, and goals.
- Vocational/Technical and Career Option faculty members conduct pre and post tests to measure incoming abilities and evaluate academic and skill gains.
- All faculty members conduct a variety of assessments to monitor student understanding of course concepts and evaluate instructional methods.
- Student perceptions are collected in at least one class for every faculty member.
- Surveys of area high school students were conducted to determine whether Southwestern Community College's schedule was meeting their needs and what additional or alternate courses could better serve their needs.
- Telemarketing was conducted with prospective students to identify and address questions about Southwestern Community College and with current students to assess their satisfaction level.

Indian Hills Community College (IHCC)

Indian Hills Community College (IHCC) assesses local efforts through:

- The statewide economic impact study coordinated with Iowa Community College Trustees (IACCT).
- Local business/industry study.
- Plans for Excellence (IHCC planning strategy).
- Program evaluation and review.
- Advisory committees.
- Retention Committee Survey.
- The Student Satisfaction Survey.
- Graduate Follow-Up Survey.

- Perkins year-end report assesses enrollment, retention, completion, graduation, placement, and enrollment of special and nontraditional populations.
- As a result of needs identified on a survey of Area XV health care facilities, a Surgical Technology program was developed and offered in cooperation with Kirkwood Community College. The first group of students will graduate in August 2003.
- The high school Health Occupations program curriculum was expanded to include two (2) Early Childhood courses and the Emergency Medical Basic courses.
- An Emergency Medical Technician-Intermediate Diploma was developed and approved by Indian Hills Community College Academic Standards and submitted to the Iowa Department of Education. The first students admitted to this program will receive diplomas in August 2003.
- A Bachelor of Science in Nursing (BSN) program will be offered through an agreement with the University of Iowa starting in June 2003.

Southeastern Community College (SCC)

Southeastern Community College's Center for Business and Industry Services (CBIS) personnel have an on-going process to work with business and industry to identify their needs. This is accomplished primarily by the following activities:

- CBIS personnel serve on various Chamber of Commerce committees, which assess business and industry needs and satisfaction levels of current programs and services.
- CBIS personnel make annual visits to selected companies with area chamber representatives.
- CBIS contracts with an assessment consultant to provide services to area businesses.
- CBIS has coordinated several consortium projects, saving company and college resources. Examples are ISO, Safety, Train-the-Trainer.
- All coursework is evaluated as related to appropriateness of training and level of meeting client expectations.

Industrial Maintenance and Horticulture projects were established with support from business and industry:

- The first basic certificate courses in the new Industrial Maintenance program began in August 2002 after the remodeling of the former heating and air-conditioning building on the Keokuk campus. It was completed using Accelerated Career Education (ACE) program funds.
- In response to the request of owners/operators of area greenhouses, turf management specialists, and florists, an Associate of Applied Science in Horticulture Technology was created and submitted for state approval in the Spring of 2003.

Offered College 101, which is Southeastern Community College's program for workers who have been laid off or displaced. It offers three free credit hours of in-state tuition to students who complete the no-cost three-session program. Participants receive campus-specific information on admissions procedures, course schedules, and diploma and degree options. They also receive assistance in determining their individual skill levels in reading, writing, and math.

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative B:

Improve articulation of career/technical and arts and sciences programs across Iowa's education system (K-12, community colleges, independent colleges, and state universities), and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.

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Department of Education Response

Articulation

- Statewide Articulation - Articulation provides a mechanism for improving program quality and enhancing postsecondary enrollment opportunities for Iowa's students. Iowa Department of Education staff provides technical assistance in developing and updating statewide articulation agreements. Five new statewide articulation agreements are being developed in agriculture (Crops, Soils, Horticulture, Agricultural Business, and Animal Science). Two statewide articulation agreements have been developed in the area of family and consumer sciences (Child Growth and Development and Nutrition). All community colleges signed the two revised statewide articulation agreements in business (Accounting and Keyboarding). Secondary and postsecondary instructors are in the process of developing a Computer Business Applications statewide agreement.
- Articulation with Four-Year Institutions - The community college Business Deans met with Iowa State University representatives to review the articulation of business programs from the community colleges to Iowa State University. This group will meet annually with representatives from four-year institutions.
- Advisory Councils - Iowa Department of Education staff serves as an advisory council member for the Kirkwood Community College Information Management Systems Academy. The focus of the advisory committee is the development of articulation between Kirkwood Community College and the participating school districts.

- Career and Technical Student Organizations (CTSOs) - Over the past 70 years, the State Board of Education has chartered CTSOs. These student organizations provide development of: 1) leadership, 2) technical, employability, and academic skills, and 3) linkages with business and industry. Currently, 14 Iowa community colleges support five CTSOs. Those student organizations are Business Professionals of America (BPA), Delta Epsilon Chi, Phi Beta Lambda, Postsecondary Agriculture Students Association (PAS), Skills USA-VICA, and Health Occupations Students of America (HOSA). These student organizations serve students in business and administration, information technology, finance, marketing, agriculture, manufacturing, transportation, construction, graphic communications, and health occupations. The Division of Community Colleges and Workforce Preparation consultants serve as state advisors for these student organizations. The postsecondary business career and technical student organizations (BPA-FBLA/PBL) have formed a subcommittee to identify commonalities in order to provide more unity within their organizations.

Community College Responses

Northeast Iowa Community College (NICC)

- **Guaranteed Transfer Admission Contracts (GTAC)** - In addition to articulation agreements with Iowa regent institutions, NICC has entered into GTAC agreements with Luther College, Upper Iowa University, University of Dubuque, Loras College, and Clarke College. This guarantees junior status to NICC students who transfer after receiving their two-year transfer degree from NICC.
- **University of Dubuque (UD) Joint Admissions Agreement** - Students enrolling at NICC who plan to attend the University of Dubuque, can be jointly admitted and are offered all the benefits available to UD students while attending NICC. They are advised by a UD advisor and can attend UD events.
- **Dairy Agreement with Northwest Iowa Community College (NCC)** - In response to the developing dairy industry in northwest Iowa, NICC and NCC have formed an Intrastate Compact. NCC students can take most of the NICC Dairy Science program from NCC. General education classes are taken at NCC, agriculture courses are taught by NICC over the Iowa Communications Network (ICN), and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.
- **Iowa State University (ISU) Joint Admission of Dairy Science Students** - NICC Dairy Science students are jointly admitted to ISU when they begin the Dairy Science program at NICC.
- **Respiratory Tech Agreement with Eastern Iowa Community College District (EICCD)** – Eastern Iowa Community College District (EICCD) students attend NICC’s Respiratory Tech program and share program facilities to respond to EICCD area medical employment demands.

- **Surgical Tech Agreement with Kirkwood Community College (KCC)** – Northeast Iowa Community College (NICC) has joined a number of community colleges to offer this KCC program on the NICC campus. Ten NICC students take courses at the NICC campus and by the Iowa Communication Network (ICN) at KCC for training in this career field.
- **Writing Partnerships with High Schools** - Area high schools participate in a writing project where the NICC composition students and faculty critique the writings of high school students. This allows for growth in the writing skills of both groups.
- **CISCO** – Northeast Iowa Community College is the regional academy for ten CISCO academies in northeast Iowa high schools. These have proven very popular with high school students and provide valuable job skills.
- **Health Occupations Consortium** - Area high schools have joined a consortium with NICC to provide health education classes to high school students.
- **Dual Enrollment** - The number of 28E agreements with area high schools is greatly expanding to take college level classes to high school students.
- **Teacher Training/Industrial Technology** - A true 2+2 agreement is in place between NICC and Upper Iowa University so those Industrial Technology teachers can obtain a license to teach. NICC is also working with Upper Iowa University to develop an Agricultural Business degree.
- **Bachelor of Science in Nursing (BSN) with University of Iowa** - Nurses from around northeast Iowa can take University of Iowa coursework by the Iowa Communication Network (ICN) at NICC to get their four-year degree. This allows them to maintain their employment and further their education.
- **Electroneurodiagnostic Technology Agreement with Eastern Iowa Community College District** - Students can do all of their general education credits with NICC and complete the core requirements with EICCD.
- **Luther College/Upper Iowa University/University of Dubuque – Upward Bound Grant** – Northeast Iowa Community College (NICC) has received an Upward Bound grant with the support, cooperation, and assistance of these schools.
- **Girls on the Move** - This is a program NICC conducts to show young women traditional and nontraditional careers available to them.
- **High School Relations** – Northeast Iowa Community College has a full-time high school relations coordinator to work with district high schools to set up cooperative programs.
- **Alternative High Schools** – Northeast Iowa Community College contracts to operate six alternative high schools for 15 area high schools.
- **Career Academies** – Northeast Iowa Community College is developing academies for high schools in CISCO, Automobile Technology, Carpentry, and Welding.
- **Tech Prep and School-To-Work** – Northeast Iowa Community College participates with Area I area education agency in the Tech Prep and School-to-Work programs.
- **Kuder Career Assessment** – Northeast Iowa Community College (NICC) has licensed, and provides, the Kuder Career Assessment program free to the 68 public and private schools in the district with grades 7 and above. Known as <http://cooljob.nicc.edu>, this helps students explore careers and NICC to more efficiently contact students with specific career interests.

North Iowa Area Community College (NIACC)

- **College/University Articulation** – North Iowa Area Community College (NIACC) entered into articulation agreements with the following colleges and universities during the academic year 2002-2003:
 - Waldorf College
 - E-Commerce with Iowa State University (ISU)
 - Sport and Fitness Management with ISU and Simpson College.
- **CISCO Academies** – North Iowa Area Community College (NIACC) is the regional academy for six CISCO academies in high schools and one in another community college. The participating schools are Garner, Britt, Forest City, Mason City, Newman, NIACC, and Iowa Valley Community College (Ellsworth).
- **National Science Foundation RAMS (Regents' Academy for Math and Science) Grants** – The college is working with the support of three RAMS grants. They are with UNI for partnership for science education instruction, with Area Education Agency 2-6-7 on math for middle school teacher instruction, and a statewide grant to make a recommendation to the Department of Education for the appropriate sequence of topics/classes for math for elementary teachers.
- **Tech Prep** - One hundred sixty-six high school students participated in 19 Tech Prep programs during the 2002-2003 academic year. Sixteen of the 24 Area II high schools have Tech Prep programs.

North Iowa Area Community College (NIACC) instituted four new health care programs at Mason City High School in September 2002. These programs include Associate Degree Nursing (ADN), Practical Nursing (PN), Physical Therapist Assistant (PTA), and Medical Laboratory Technician (MLT). Twenty-two students participated in the health care programs.

A new Sport and Fitness Management program has been added to Charles City High School tech prep opportunities.

NIACC recently implemented a follow-up study of past tech prep students. A portion of the results include:

1997 Graduates:

30 out of 35 graduates contacted:

87 percent	Employed
3 percent	Still in school
3 percent	In the service
7 percent	Searching for employment

1999 Graduates:

43 out of 53 graduates contacted:

74 percent	Employed
19 percent	Still in school
5 percent	In the service
2 percent	Full-time, stay-at-home parent

- **Regional Academy** - Partnerships between area high schools and NIACC allow qualified students to complete a portion of, or their entire Associate of Arts (AA) or Bachelor of Arts (BA) general education requirements while still in high school through Postsecondary Enrollment Options (PSEO). In fall 2002, 67 students participated in regional academies through the Iowa Communication Network (ICN) classes and web-based Internet classes. Two hundred fifteen students enrolled in PSEO classes. In spring 2003, 95 students participated in regional academies through ICN classes and web-based Internet classes and PSEO enrollment was 289.
- **Articulation Agreements** - Two hundred forty-seven articulation agreements exist between NIACC and 24 Area II high schools.

Iowa Lakes Community College (ILCC)

College Articulations

- Students completed general educational and/or pre-professional coursework necessary for the first two years of college.
- Students transferred to senior division institutions.
- Students with diverse backgrounds and abilities accessed a full range of courses for enrichment, career exploration, lifelong learning, upgrading educational enhancements, and exploration of new information technology.
- A single point of contact for articulation agreement development and implementation exists within the student counseling area. Students interested in transferring to other institutions are directed to this office to receive information on current articulation agreements.
- Articulation guidelines are available to faculty on the college shared drive and are updated annually.
- Iowa Lakes Community College has moved forward in common course numbering process to provide a seamless transition from high school to community college to university.

High School Partnerships

Regional Academy

- Utilized the Postsecondary Option program and the Regional Academy to encourage students to find an area of interest to pursue after high school completion.
- Expanded regional high school academy to seven participating school districts with enrollment doubling from last year.
- Increased program offerings for regional high school academy to eleven participating programs.

Tech Prep

- Partnered with 15 area school districts to provide technical educational opportunity for career exploration in 16 programs.
- Increased number of sections of Tech Prep and college prep course offerings in the area high schools.

Other partnership support activities

- Host area superintendents at each campus annually.
- Provided in-service opportunities for secondary and college faculty.

Northwest Iowa Community College (NCC)

- **K-12 Articulation** - Several college programs have revised their schedules to facilitate the potential of enrollment of high school students. These programs include Computer Networking, Computer Programming, General Machining, Mechanical Engineering Technology, Automotive Service Technology and Industrial Instrumentation and Controls. In addition, Local Education Agencies (LEAs) have Tech Prep 2+2 programs in Accounting, Business Management, Marketing, Manufacturing, and Health Occupations.
- **Common Course Numbering** – Northwest Iowa Community College has been actively involved this past year in the process that will lead to common course numbers by fall 2005.
- **Briar Cliff College/Business Courses** - Briar Cliff College first started providing the opportunity for NCC residents to complete their Associate of Arts (AA) and Bachelor of Arts (BA) without leaving their local community. The general business options have been expanded to include Accounting and Personnel Management. Discussion has resulted in curricular changes, which have facilitated increased articulation. Plans are currently being made to provide office space to a Briar Cliff College representative after NCC classes begin in fall 2003.
- **Dordt College/Engineering** - Faculty in the Mechanical Engineering and Industrial Instrumentation programs from Dordt College and NCC visited each other's campuses and has begun discussion on the development of an articulation program between the two institutions.
- **Formal Articulation Agreements** - NCC has formal articulation agreements with 15 colleges and four informal agreements. These are updated, as needed, to improve the articulation process.

Iowa Central Community College (ICCC)

Partnerships

Iowa Central Community College (ICCC) provides high school counselors in Area V with information regarding the academic performance of their graduates. The student's name, address, major, year, number of credit hours attempted, number of credit hours earned, and grade point average (GPA) information is provided for each student. The high schools average GPA for its students enrolled at Iowa Central is listed on the right, and Iowa Central's overall GPA is reported on the left. This information is provided to the school districts to assist the high schools in assessing how well their graduates are doing at Iowa Central.

The Northwestern Area Training Academy (NATA) annual conference was held in November at Fort Dodge. The number of participants has steadily grown over the past five years. They had 473 students from all over Iowa taking part in 19 different classes in 2002. Plans are already underway for the sixth annual conference.

See Iowa Central Community College's response to Goal 2, Initiative B.

Iowa Valley Community College District (IVCCD)

The district has updated its articulation agreements with area high schools and added several new courses to the 28E agreements based on school district interests. Seven career academies have been instituted with block times for secondary students in the areas of Machine Trades, Industrial Maintenance, Carpentry, Computer Network Management, Hospitality, Broadcast Technology, and Certified Nurse Aide. Improvement in addressing articulation problems has occurred through the input of the consortium of school districts (Northern, Central, and Poweshiek) and with the aid of the local area education agency (AEA). Membership in the consortium includes K-12 superintendents, principals, and counselors, and IVCCD academic administration to facilitate communication regarding mutual goals and individual district concerns.

This year, the IVCCD Marketing & Communications Office has produced new career academy marketing materials in conjunction with the AEA, and is in the process of making the career academy information available on-line for high school faculty and counselors, students, and their parents.

Hawkeye Community College (HCC)

- Continued a Tech Prep initiative in the area of manufacturing careers, specifically Computerized Numerical Control, to enhance articulation from K-12 to the community college; i.e. HCC and on to the four-year university; i.e. UNI. The college applied for, and received, a competitive grant of \$125,000 from the Society of Manufacturing Engineers to enhance this project
- Reviewed and updated the college's transfer agreements with regents institutions Wartburg College, Simpson College, Palmer College, Loras College, Upper Iowa University, and Southern Illinois University to provide current information to students interested in transferring to four-year institutions.
- Meetings were held with the following four-year institutions to enhance the articulation process and initiate transfer agreements: Loras College, Mount Mercy College, and the University of Iowa Registered Nurse (RN)-Bachelor of Science in Nursing (BSN) program.

Eastern Iowa Community College District (EICCD)

Approach

EICCD has identified this as an AQIP accreditation goal and one of its Master Plan Priorities. The Academic Quality Improvement Project (AQIP) Transfer Transition Team has identified the top schools to which most of the district's students transfer, including the three regent schools. The team has identified four process measures and four outcome indicators to track and use for improving student transition from EICCD to receiver institutions. The outcome measures are 1) cumulative transfer grade point average, 2) graduates' satisfaction level, 3) leavers' satisfaction levels, and 4) percentage of students obtaining four-year degrees.

Current Activities

The AQIP teams have increased and improved the communication mechanisms for information about EICCD student transfer success by adding schools other than the regent schools for yearly data sharing. The district has also adopted the use of the National Student Clearing House as a source for transfer information. The team has conducted focus group meeting with students from several of the schools, and identified areas to focus on to further prepare students for transfer to these schools.

Increased postsecondary programming and enrollment are evidence of EICCD's focus on meeting K-12 student learning needs and a more seamless education transition from feeder schools to EICCD. Additionally, the Teachnet system is a professional development model employed at EICCD and some of its feeder high schools that connect teacher's workplace learning and environmental issues and related technology with contextual learning at the high schools and community colleges.

Kirkwood Community College (KCC)

Kirkwood Community College has implemented a new articulation process with high schools that allows students earning articulated credit to have it directly placed on a transcript. Over the past ten years, students wanting to receive articulated credit needed to attend Kirkwood within one year of high school graduation and earn 12 semester hours of credit before the articulated credit appeared on their transcript. The new process still requires high school faculty to validate competency attainment at agreed upon performance levels, submit the articulation validation form, and submit a student transcript. The articulated credit will then be placed on the student's transcript. It will help students continuing at Kirkwood to be more aware of this earned credit. In addition, high school faculty can access all articulation-related information and forms through the college's website.

To achieve a more seamless education system, Kirkwood continues to provide feedback to area high schools on their graduates. This includes college placement data in Mathematics and Writing. High schools also receive one and five-year data on graduates at Kirkwood, including program major, credit hours earned, and diploma or associate degree received.

Improved articulation agreements were added with the University of Northern Iowa for two programs, CAD/Mechanical Engineering Technology and CNC Machining. Both of these programs now articulate with the Bachelor of Science (BS) in Manufacturing Technology at UNI. Students can transfer up to 50 hours of technical credits from the existing AAS programs.

The Horse Science program is articulated with William Woods University in Fulton, Missouri, that would transfer our students into their Equestrian Studies program to receive a BS in Equine Studies. The Agribusiness AAS Degree program is also articulated with Iowa State University for transfer into their College of Agriculture.

In addition, Kirkwood staff is working on the articulation of the Bachelor of General Studies Degree with the University of Iowa with an emphasis on distance-delivered courses.

Des Moines Area Community College (DMACC)

DMACC continues to develop articulation agreements with the area high schools to provide seamless educational opportunities for all students within the district. Emphasis is placed upon consortiums of school districts, which have established cooperative agreements to pool resources and provide opportunities not otherwise available within individual districts. There are nine different consortium areas that work to accurately assess their needs and provide programming at the college and within the districts for students to access.

There are 52 high school agreements in Area 11 and students articulate credits. Many of the schools are also updating their agreements and coordinating career advantage agreements to prepare for their comprehensive school improvement planning process and subsequent site visit. Eight 2+2 career advantage programs are offered on campuses. In addition to the career technical classes and programs offered, DMACC supplements offerings in the academic areas to allow for the academic foundation to be built for the students. All of these Career Advantage programs are connected to business and industry programming through the Accelerated Career Education (ACE) program and include students from the high schools in the beginning programming.

DMACC has articulation agreements with the regent universities and private colleges. Over forty majors are articulated. This allows for students to continue along their educational path with a seamless opportunity. DMACC and Iowa State University (ISU) are in the process of the PACT program, which continually promotes and offers opportunities for students to continue their education at ISU. The goal of the college is to provide opportunities to students to build the necessary skills while having opportunities to continue their education.

Western Iowa Tech Community College (WITCC)

In 2003, WITCC established an Articulation Committee composed of faculty and staff and charged with updating the college's articulation agreements with institutions of higher education. This has been accomplished, and WITCC enjoys articulation agreements with Bellevue University, Briar Cliff University, Buena Vista University, Community College of the Air Force, Concordia University, Wayne State College, Morningside College, the three Iowa regents universities, and The University of South Dakota. Transfer between WITCC and four-year institutions is sometimes initiated during the college's annual College Transfer Fair, which is typically attended by more than 200 WITCC students.

Since 1992, WITCC has partnered with a consortium of high schools (League of Schools) throughout the college district. Today, 30 secondary partners comprise five regional academies associated with Western Iowa Tech Community College. In 2003, articulation agreements with consortium members were updated.

Iowa Western Community College (IWCC)

- Continued the course-specific “Seamless Education Workshops” to enhance transferability of core courses. These multi-day, facilitated workshops include instructors (English Comp. I or Calculus, for example) from K-12 schools, Iowa Western Community College, and various universities. The purpose was to examine a specific course in the context of the scope and sequence.
- Finalized and updated a variety of articulation agreements with different institutions.

Southwestern Community College (SWCC)

Tech Prep Articulation Handbook

Southwestern Community College staff developed, and circulated, an Articulation Handbook to all Area XIV school districts. The handbook was originated to provide a framework for articulation processes and facilitate career program articulation between SWCC and the secondary schools, thus enabling students to move easily from one educational level to the next.

Iowa Arts and Sciences Administrators (IASA) Articulation Conferences

Each year, the Deans and Directors of Arts & Sciences from Iowa’s community colleges, in cooperation with representatives from the three regent’s universities, organize and host a discipline-specific articulation conference. The most recent was held in Newton and focused on education. Previous articulation conferences have focused on history, agriculture, computer science, sociology, art and other disciplines.

Faculty from attending institutions is encouraged to discuss content and course delivery questions and concerns. From these meetings, continuing dialogue has been common with the establishment of listserv groups and statewide interest groups.

Regent Committee on Educational Relations Roundtable

SWCC staff attended a conference to improve articulation and the transfer experience of students between, and among, Iowa’s community colleges and Iowa regent institutions. Specific courses of action were identified so that institutions can move Iowa regent universities and community colleges toward more cooperation and successful articulation experiences in the present higher education environment.

Course Articulation Reviews

The growth of on-line courses has encouraged further review of peer institution courses and communication with transfer institutions. This new delivery method, as the Iowa Communication Network (ICN) before it, has raised questions of course comparability both within, and between, colleges and has also provided the means for more efficient sharing of course design and content information.

Within Southwestern, new proposals for courses must be submitted to transfer schools for articulation review and approved by a Curriculum Committee. Additionally, a subcommittee of the Technology Committee must approve proposals for new on-line courses. These are also sent to cooperating on-line community colleges (Iowa Community College On-line Consortium) for review.

Articulation Agreements

Southwestern Community College has articulation agreements with each of the K-12 school districts participating in the Tech Prep programs. These agreements are updated annually. Southwestern also sponsors workshops to review curriculum with college faculty and K-12 instructors.

Southwestern Community College is in the process of developing articulation agreements with University of Northern Iowa, Northwest Missouri State University, and Bellevue University. These agreements will focus on the transferability of on-line classes, as well as career education course work.

Course Numbering

The community colleges are in the early stages of taking on development of a common course numbering system. The project will enhance articulation between the colleges.

Indian Hills Community College (IHCC)

- Worked closely with four-year colleges and universities to ensure seamless course transfer.
- Attended articulation conference and meetings sponsored by the regents.
- The IHCC Centerville campus and Centerville High School developed an articulation agreement for high school juniors to enroll in program courses in Practical Nursing and Computer Programming/Analyst for four successive semesters (two years). Upon successful completion, students will have earned 28-30 credits towards a college diploma and/or AAS degree. Additional programs may be offered next year. Efforts are underway to increase area high school participation in similarly articulated agreements and partnerships.
- All courses offered by the Health Occupations Division at area high schools are taught for college credit. As a result, the students establish a college transcript which facilitates articulation.
- Meetings were held with William Penn University regarding articulation of the Early Childhood Associate Degree into the Elementary Education BA Degree program. These discussions are continuing with anticipation of agreement on an articulation plan by the end of this year.
- Meetings were held with Iowa State University Division of Family and Consumer Science regarding the impact of the Department of Education's new guideline/standards for Education Preparation Programs and Iowa State's articulation agreement with Indian Hills Community College's Early Childhood program.

Southeastern Community College (SCC)

Established articulation/4+2 drawing boards and dual credit/Tech Prep efforts between high schools and postsecondary institutions to create seamless transitions for students from high school into postsecondary education.

Offered area high school instructors and counselors meetings with SCC and Iowa Wesleyan instructors in the areas of Office Technology and Information Technology, Industrial Technology, and Agriculture that resulted in 127 course-to-course articulation agreements.

Iowa Community College On-Line Consortium (ICCOC)

The ICCOC is committed to serving students and providing educational pathways for the future. This is evident by the articulation agreements signed with four-year colleges that allow ICCOC students to earn their Bachelor Degree on-line. Articulation agreements were signed with Bellevue University in Nebraska, Capella University in Minnesota, Northwest Missouri State in Missouri, and Upper Iowa University in Iowa.

(This response also applies to Goal 1, Initiative C.)

The seven community colleges that partner in this initiative have experienced significant enrollment growth for the third consecutive year. Enrollments for the consortium increased over 80 percent when compared to fiscal year 2002. In addition, the number of courses has increased to over 100 and the number of on-line instructors is 115. The student satisfaction surveys show that ICCOC courses and services are meeting the expectations of the college's on-line learners.

A common course numbering system for Iowa community colleges is being developed.

The following six articulation agreements were signed for on-line programs at Upper Iowa University:

- 1) AA Degree to BS/Business
- 2) AA Degree to BS/Accounting
- 3) AS Degree/Accounting Career Option to BS/Accounting
- 4) AS Degree/Business Administration Option to BS/Business
- 5) AS Degree/Criminal Justice to BS/Criminal Justice
- 6) AAS Degree to BS/Accounting

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative C:

Provide incentives to develop partnerships between local community colleges, other educational entities, and K-12 districts.

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Department of Education Response

Partnerships

- Pro Start - Family and Consumer Sciences staff have worked in conjunction with the Iowa Hospitality Association Educational Foundation to implement the occupational skilled program in culinary arts entitled Pro Start at the secondary level. The program is linked to community college culinary arts programs.
- Ag Alliance - The Iowa Department of Education is cooperating with Ag Alliance, a partnership among community colleges to create a common curriculum, increase student awareness of agricultural careers, and allow students to move seamlessly across community colleges.
- Focus on High School - The Focus on High School study group was co-chaired by a staff member of the Division of Community Colleges and Workforce Preparation. A leadership team consisting of persons from outside the Iowa Department of Education was instrumental in giving input and feedback to the cross-bureau team within the Iowa Department of Education. Community college personnel were a part of that leadership team.

This initiative represented the first step in looking at the high school experience in relationship to what high school students need to know and be able to do, so that they are prepared for postsecondary experiences or work. It is anticipated that the Governor's Iowa Learns Council will utilize this report from the Focus on High Schools project.

- Iowa Choices – The Iowa Center for Career & Occupational Information (ICCOR), through its statewide career information delivery system, Iowa Choices, supports the development of partnerships between local community colleges, other educational entities, and K-12 districts. Iowa Choices provides information on suggested courses for grades 9-12 and the first two postsecondary years. Iowa Choices also connects student occupational/career goals with postsecondary opportunities by connecting these goals with programs/majors offered at Iowa postsecondary institutions.

- Iowa Comprehensive Counseling and Guidance Program Development Group - ICCOR staff provide support for the Iowa Comprehensive Counseling and Guidance Program Development Group that includes professionals from K-12 school districts, area education agencies, community colleges, and public, private colleges, and universities. A community college work group was formed.
- Comprehensive School Improvement - Iowa Department of Education Career and Technical consultants participated in comprehensive school improvement visits. Partnerships with community colleges and the local school districts were identified and encouraged during these visits. Following the school improvement visits, technical assistance was provided to the local school districts to further these partnerships.

Community College Responses

Northeast Iowa Community College (NICC)

- **CISCO Program** - NICC assists in the training and equipment acquisition for CISCO academies in northeast Iowa.
- **Cresco Center** - NICC is renting a \$1.5 million technology and classroom center in Cresco to provide vocational and transfer classes to students and citizens of the Howard-Winneshiek School District.
- **Oelwein Center** - NICC equipped an Iowa Communication Network (ICN) room and two classrooms at the new Enrichment Center in Oelwein for college classes.
- **Tech Prep Area Education Agency (AEA) Partnership** - NICC and the Keystone Area Education Agency work together to deliver Tech Prep program activities throughout the area.
- **Continuing Education Activities** - The Continuing Education Division of NICC works with business, industry, and organizations in every community in the district to develop and promote specific education and training programs.

North Iowa Area Community College (NIACC)

- **Local Education Agency (LEA) Agreements** - NIACC has provided incentives, such as 28E agreements and flexible scheduling, for high school audiences.
- **International Opportunities** - NIACC is a member of the community college international consortium to provide students and faculty members with opportunities for study abroad.
- **Nursing Expansion** - NIACC is engaged in a partnership with North Iowa Mercy Hospital to expand nursing education.
- **One Source Training** - NIACC is a partner in the community college initiative, One Source Training. During fiscal year 2003, 2,316 employees from 12 companies received Lean Manufacturing training that resulted in a return investment for the participating companies of over \$30 million. The North Iowa region is the most active region in the state in the use of Lean Manufacturing training to improve the efficiency of plant operations.

- **260E and 260F** - In addition, NIACC uses the economic development initiatives of 260E projects (for new employee training) and 260F projects (employee retraining).

	260F - \$ of Training Contracts	260F - # of Companies Participating	260F - # of Employees to be Trained	260E - \$ of Bond Sales	260E - # of Companies	260E - # of New Jobs Created
FY98	\$151,448	21	536	\$1,110,000	7	306
FY99	\$379,263	20	822	\$1,140,000	5	312
FY00	\$362,906	35	1400	\$1,640,000	8	361
FY01	\$290,234	25	757	\$1,705,000	11	366
FY02	\$134,919	20	538	\$1,055,000	5	249

Iowa Lakes Community College (ILCC)

Business Competition

- Provided an opportunity for area secondary students to compete for scholarship funds and recognition of skills mastered, in areas of business applications, communications, computer applications, web-design presentations, and interview skills.

Career Exploration Days

- Over 950 high school students from 18 high schools explored 65 career fields. Community members and students pursuing careers within the industry were delivered short presentations. Students on both campuses were encouraged to participate in hands-on activities in addition to the seminar sessions.

College Day

- Hosted a College Day for 300 area junior and senior students. College recruiters are invited to participate in this annual event to provide a one-stop-shop experience for students to explore higher educational opportunities without traveling around the state/region.

Regional Academy

- Utilized the Postsecondary Option program and the regional academy to encourage students to find an area of interest to pursue after high school completion.
- Expanded regional high school academies to seven participating school districts, with enrollment doubling from last year.
- Increased program offerings for the regional high school academy to eleven.

Skills USA – VICA

- Hosted Skills USA–VICA state competition for secondary and postsecondary students in vocational/technical career programs.

Northwest Iowa Community College (NCC)

- Jointly administered programs have been developed with K-12 school instructors to expand educational opportunities for their students.
- NCC has provided classroom space to Briar Cliff College, who has made available a Bachelor of Arts (BA) option on the NCC campus to NCC students.
- This past year, NCC and Dordt College began conversations on how they could work cooperatively in the pre-engineering area. An important incentive to this potential partnership is the availability of NCC equipment.

Iowa Central Community College (ICCC)

Partnerships

The Storm Lake After-School Supplemental Learning program for middle and high school students was designed to offer additional instruction in areas of reading, writing, English, mathematics, social sciences, civic, citizenship, and government/history. The partnership with ICCC has provided funding for curriculum development and instruction. Instruction salaries are paid from a grant that was received by the Storm Lake Public School System. Many of the students enrolled in the program are children of non-English speaking parents who came to Storm Lake to work at two large Storm Lake meatpacking plants, Iowa Beef Processing and Bil-Mar Foods.

An Iowa Central partnership was formed with the Storm Lake Community Education Division. Co-sponsored programs have been developed in the areas of senior citizen classes, arts and crafts, computer courses, cultural and civic-oriented programs, and other educational programs for the residents of Storm Lake and Buena Vista County. The co-sponsorship eliminates competition between the two educational entities and provides better programming for the residents of the area.

Mandatory programs are offered in many areas at the college. Over 100 people completed insurance and real estate licensure and re-licensure courses. Ten thousand, five hundred registrations were received for the Northwestern Area Training Academy (NATA) two-day event. There were in-service classes for health professionals, 187 people enrolled in cosmetology courses, 500 firefighters, EMS personnel, and law enforcement officers. Two hundred fifty-three miners completed an eight-hour MSHA training program. One thousand one hundred county and city employees received OSHA safety training and 600 public school bus drivers received their annual in-service training at the college. Five hundred twenty-five adults enrolled in the Children in the Middle court-ordered class, 225 completed the Driver Improvement program, and 355 people enrolled in the Drinking Driver program. Over 75 people completed the Motorcycle Rider Education class, 125 enrolled in the Driver Education course, and 54 youth passed the moped course.

Iowa Central is a partner in Region 5 and 8 Workforce Development Center Systems. The purpose of the system is to create and operate a Regional Workforce Development Center System under the Workforce Investment Act of 1998. The center's purpose is to advance the economic wellbeing of these workforce investment regions by developing and maintaining a quality workforce, and by serving as the focal point for all local and regional workforce investment initiatives. This will be achieved through the delivery of high quality and integrated workforce investment, education, and economic development services for job seekers, incumbent workers, and employers. Partners in the system are Iowa Workforce Development, Iowa Central Community College, Iowa Division of Vocational Rehabilitation, Experience Works, Iowa Department for the Blind, Elderbridge on Aging, Proteus, Inc., Iowa Central Community College Job Training program, and the Municipal Housing Agency. Services provided by the organizations in the system include intake, Title I eligibility, assessment, job search-placement-counseling, employment statistics, job listing-skills-demand, welfare to work eligibility, financial aid help, and follow-up.

The North Central Iowa Coop College Consortium completed their training agreement in December of 2002. This consortium was an agreement to offer and complete similar training needs as a group. Five cooperatives participated in this consortium and completed training in the following areas: supervisory leadership, general and electrical maintenance, computer, truck driver evaluation, forklift safety, railroad safety, and CPR and first aid. This training was offered over a two-year time period. During this time, 672 employees were trained at an average cost of \$140 per employee. This training impacted the coops directly by increasing the skill level of employees in regards to troubleshooting electrical problems and increased driver awareness. The coops are also operating and offering a safer environment for employees and customers. Upon completion of this consortium, the group met again and formed a new consortium. They have applied for additional dollars and have expanded by adding three additional members, totaling eight. This new consortium agreement will commence in July 2003.

One Source Training - In 2002, the community college Economic Developers were charged by the college Presidents to create opportunities that would meet the challenges of providing statewide training. Working as one, One Source utilizes the strength of Iowa's community colleges. It will take the combined talent, expertise, and quality of the community colleges of Iowa and package them for Iowa companies who have multiple facilities around the state. The One Source Training representative handles the logistics needed to arrange training around the state and coordinates with a local community college coordinator.

In 2003, Iowa Central entered into an agreement with One Source Training. To date, Iowa Central has been a part of Train-the-Trainer for EDS. A current project is Work Place Spanish Training for Hy-Vee stores. The Storm Lake store is scheduled for September of 2003. One Source has entered into an agreement with the Association for Business and Industry (ABI) to provide Iowa business training across the state to their members.

The Iowa Manufacturers Extension Partnership (IMEP) has developed formal agreements with several groups within Iowa State University and resources throughout Iowa to provide assistance. They include: Strategic Needs Assessment, Employee Training, Lean Manufacturing, Process Improvement, Strategic and Succession Planning, Quality Systems and ISO Certification, Information Technology, Environmental Issues, Market Development, Engineering Software, Technical Problem Solving, R & D and Proto-Typing, E-Commerce Development, Export Market Development, and Government Contract Manufacturing.

During fiscal year 2002-2003, IMEP was presented to approximately 100 manufacturers. Assistance provided to Iowa Central area manufacturers is summarized as follows:

- Graphic Arts Training/Technical Assistance – 8 Print Graphics Companies to 30 employees
- ISO Certification Assistance – 3 companies
- Lean Training/Technical Assistance – 8 companies to 300 employees
- Plant Layout – 2 companies
- CATD/IPRT Technical Assistance – 2 companies
- Quality Systems Development – 1 company
- Business Strategy Planning – 1 company
- Operating Software Selection (SoftSelect) – 1 company
- E-Commerce Development – 1 company
- Marketing Strategy Development – 1 company
- Sales/Personal Profile Development and Training – 1 company
- Recycling and Environmental Assistance – 3 companies

A semi-truck driver evaluation program was conducted for a company in eastern Iowa. Iowa Central Community College cooperated with Southeastern Community College in the coordination of the evaluation and follow-up training for all of the company drivers.

Iowa Central entered into an agreement with Education-To-Go, a California based on-line course company, to offer 200 noncredit on-line courses in the areas of computer technology, business management, supervision/leadership, legal, insurance, and entrepreneurship courses. Students are able to register on-line and take the courses over a six-week period.

Iowa Valley Community College District (IVCCD)

The district has provided incentives, including 28E agreements and block scheduling, for career academies to expand partnerships with local K-12 districts. District representatives have also met with members of Iowa State University, University of Iowa, University of Northern Iowa, and Mt. Mercy College to find new ways to meet student-programming needs in individual areas and developmental areas.

Hawkeye Community College (HCC)

- The college opened a site in the city of Independence to serve residents of Buchanan County and other surrounding communities. The college performed extensive remodeling of the facility and shares public spaces in the building with the Independence Chamber of Commerce, Buchanan County Economic Development Commission, and Iowa Workforce Development.
- The number of contracted courses offered in local high schools has expanded. These courses are taught by college faculty or by qualified high school district faculty to best serve the needs of the local school district.
- Hawkeye Community College has a continued commitment to the Cedar Valley Library Consortium partnership with University of Northern Iowa, Cedar Falls Public Library, Waterloo Public Library, and Allen College to share library technology. This has resulted in an integrated library system that serves all five libraries at a greatly reduced cost, including the cost of personnel.
- Our Exploring Manufacturing Careers Consortium (EMC2) partnership, with local school districts and local manufacturers, has allowed high school age students to have real life training experiences with area manufacturers. The partnership with schools allow high school students to complete the first year of their community college technical program prior to high school graduation. After high school, they have one year of technical training remaining before graduating from the college. The EMC2 membership includes the following manufacturing businesses:

1. John Deere Waterloo Operations
2. GMT Corporation
3. Schumacher Elevator
4. Viking Pump Co.
5. Iowa Metal Spinners
6. Quality Craft Inc.
7. Iowa Engineered Processes
8. Newcor Inc.
9. Bloom Machining Inc.
10. Hawkeye Mold & Tool Inc.

The program has been in operation since June 2000. The 12 graduates of the first class entered the manufacturing labor market in May 2002. There are 15 more students who will graduate in May 2003, and 30 who are entering the final year of the program. This summer, 24 new students will enter the program. Faculty for the program comes from Hawkeye Community College, University of Northern Iowa, and John Deere Waterloo Operations.

- Each year, 20 percent of the applied science and technology programs are assessed through the college's formal academic program review process.
- HCC's Agricultural Department is one of the 18 partners in the National Science Foundation (NSF) grant with Kirkwood on project "AgrowKnowledge." *The National Center for Agriscience and Technology Education* will improve the math, science, and technical competencies of agriculture technology graduates across the nation who are preparing for careers that support the most efficient and sustainable food and fiber production in the world.

- The Exploring Healthcare Career Consortium (EHC2) was formed in February 2001. The purpose of EHC2 as an education/health care/community collaboration is to develop a plan/program to provide and enhance health career educational opportunities for the area young people. Collaborating agencies include: Allen Hospital, Covenant Health Systems, Allen College, Hawkeye Community College, Waterloo Community Schools, University of Northern Iowa and outlying schools in the rural communities, Iowa Workforce Development, and Cedar Valley Economic Development. The first classes begin in summer 2003.
- The Adult Basic Education (ABE), General Education Development (GED), and English as a Second Language (ESL) are marketed twice yearly through the school districts in Area VII.

Eastern Iowa Community College District (EICCD)

Approach

A key factor of EICCD's success is the development and maintenance of partnerships with other institutions and agencies to further enhance its ability to serve students and stakeholders. These relationships include 1) the 29 high schools in the district; 2) Iowa regent universities and other four-year institutions, which involves articulation agreements for transfer students; 3) other community colleges, to include reciprocal agreements to eliminate duplication of programs to provide students with additional program opportunities, often at in-state tuition rates; and 4) international organizations such as the Community College International Consortium and the American Council on International and Intercultural Education to provide students and faculty with opportunities for study abroad.

Several national relationships have been developed through the Advanced Technology Environmental Education Center (ATEEC), a center developed with National Science Foundation funding. The district has developed important relationships with businesses in the area with which students are placed in clinical programs, internships, and apprenticeships. Each year local community partnerships are formed to provide learning opportunities, such as health fairs, citizen's police academies, and Chamber of Commerce leadership institutes. Access is measured and monitored through credit and noncredit enrollment.

Current Activities

Yearly meetings with district high school superintendents and counselors were begun this year to share information the district has gathered about the high school's students entering assessment performance and student achievement at EICCD. At Clinton Community College, an annual Career Day is held for area high school students so that community business and professional people can share information about career options. Throughout the year, individual vocational programs held Career Nights for prospective students. The new nursing virtual labs were showcased at each college in the spring.

This academic year, international partnership activities included hosting several foreign groups: eleven Indian educators who are beginning community colleges in India; 2) seventeen Thai Ministry of Education visitors, ten of which are Chairs of the Boards for new community colleges in Thailand; and three Ukraine educators. EICCD staff that traveled internationally included ten (seven faculty) to the Ukraine to establish collaborate internet learning activities between EICCD and Ukrainian students; and an EICCD administrator who worked with Indian educators on program development, implementation, evaluation, and monitoring. A Muscatine Community College faculty member was the lead instructor in London for the spring semester for the Iowa community college student semester abroad program.

Kirkwood Community College (KCC)

An H1B Department of Labor grant has provided \$728,000 to support the development, faculty training, and implementation of the new Information Systems Management Career Edge Academy at over 20 high school locations.

Rockwell Collins is providing \$300,000 over five years to support the Career Edge Academy programs. Funds underwrite a half-time electronics faculty, support the development of a new Computer Programming Academy, and provide scholarships for academy students to continue their education at Kirkwood in technology-related programs.

Kirkwood departments foster partnerships with area high schools by providing professional development to Career Edge Academy high school faculty at no cost to the district and through the writing of state applications for new career programs.

Walt Disney World College Program – Kirkwood Community College has partnered with Walt Disney World to offer students the opportunity to experience the Disney culture by participating in internship opportunities. Students who participate in the program have the opportunity to participate in six different courses taught by Disney employees. Student internships include, but are not limited to: Attractions, Culinary, Full-Service Food & Beverage, Quick Service Food & Beverage, Merchandise, Recreation, Show Keeping, Housekeeping, Hospitality, Transportation, and Entertainment. These internships are particularly complementary to Hospitality and Retail Marketing programs.

Des Moines Area Community College (DMACC)

The Lean Grant from the Department of Labor supported a statewide partnership with 14 community colleges and The Iowa Manufacturing Partnership to provide quality initiatives in 64 companies and trained in excess of 6,000 employees from July 1, 2001 through July 1, 2003.

DMACC partnered with five other community colleges to provide quality training using state funds.

Career Academies consist of a consortium of schools, colleges, and businesses partnering to formulate equitable opportunities for high school and college students. The main focus of these programs is to offer opportunities in career/technical programs that are not available in their house district. Classes in the arts and sciences also provide additional opportunities for students. These programs exist in regional centers where staff and facilities are available and are connected to business and industry. Numerous school districts are beginning to experience the difficult task of providing quality programs that are current in the technical fields. Partnerships among all of the institutions become imperative to ensure the most effective programming and the coordination of resources to build, operate, and grow these programs.

DMACC is currently working to provide this type of opportunity in the nine consortium areas within our district. They are at different levels of progress and DMACC is considering starting new ones where deemed necessary. The programming encompasses numerous educational offerings from diesel technology, information technology, health technologies, automotive technologies, and academic offerings. The purpose of this programming is to provide opportunities for all students.

DMACC received a \$250,000 federal grant to establish a Career Technology Center where high school students and community college students will be provided career technology programs and services.

ICN classes at high schools.

Western Iowa Tech Community College (WITCC)

A new K-12 partnership/incentive was developed whereby WITCC funds Microsoft Office software upgrades in return for WITCC access to K-12 computer labs during evenings and weekends.

In addition to the League of Schools partnerships, Western Iowa Tech Community College partners with eight other Iowa community colleges in the Iowa Community College On-line Consortium (ICCOC) in offering on-line courses. Western Iowa Tech Community College's collaboration with Morningside College and Briar Cliff University resulted in a cooperative grant to fund various film activities in conjunction with a community-wide outdoor production in June of Shakespeare's "Taming of the Shrew."

Iowa Western Community College (IWCC)

Iowa Western Community College (IWCC) provides office space and service to Vocational Rehabilitation Services. The college works closely with the vocational rehabilitation counselor to provide comprehensive services to students with disabilities.

IWCC hosted a meeting with Metropolitan Community College in Omaha, Nebraska to share resources and begin collegial networks. In June, IWCC staff will visit the Metropolitan campus.

IWCC hosted 60 Student Services staff members from Western Iowa Tech Community College. The staff met with their counter-part colleagues to share concerns and successes. IWCC Student Service staff will visit Western Iowa Tech Community College in the fall.

IWCC has collaborated with Workforce Development to provide students with more comprehensive job search opportunities.

Drawing boards will be updated and promoted to both IWCC Placement Services and Region XIII school districts.

Continue dialogue with Honors Early Start faculty to ensure the integrity of the quality standards and post-test assessment of IWCC courses.

Provide library tours and bibliographic instruction for Honors Early Start program students and maintain a liaison with faculty and administration at participating high schools. Continue to promote use of the IWCC Virtual Library, allowing high school students to remotely access library electronic resources. Promote high school student use of the “Ask a Librarian” link on the library web page.

Tech Prep programs will be developed to more effectively transition high school students into IWCC Career and Technical programs.

Remained an active participant in the Area Education Agency (AEA) 13 Superintendents Association to assure effective communication and response to shared issues. This provides an ongoing mechanism for the chief academic officer of the college to gain input and feedback from each of the areas public school districts.

Buena Vista University has an on-campus center in Council Bluffs providing opportunities for degree completion. This partnership includes collaborative planning of schedules and shared use of classroom facilities, etc.

Collaborated with six other community colleges to expand the Iowa Community College On-Line Consortium (ICCOC) to enhance the ability to meet student needs.

Southwestern Community College (SWCC)

Iowa Community College On-line Consortium

Southwestern Community College has partnered with six other Iowa community colleges to form the Iowa Community College On-line Consortium. The consortium offers all of the courses necessary to meet requirements for an Associate of Arts Degree. Several thousand students now take advantage of this method of course delivery each year.

Bellevue University, Buena Vista University, Graceland University

Area XIV students have access to a number of Bachelor's Degree programs at Southwestern's Creston and Red Oak campuses, offered by three private universities. Evening courses offered in Creston at the main campus provide students a direct transition from Southwestern's evening program to courses from either Buena Vista University or Graceland University.

Red Oak Technology Center

Through partnerships with the Red Oak Industrial Foundation, Red Oak Community School District, Bellevue University, Buena Vista University, and Southwestern Community College, a one-stop educational center is available to all Red Oak area students. A variety of secondary, community college, and baccalaureate programs are offered in one building.

28E Agreements and Tech Prep

Southwestern Community College works annually to accommodate the educational needs of area high schools. Meetings are held in the fall of each year with counselors and administrators to determine which Tech Prep programs and arts and sciences classes can be offered.

Fifteen area school districts will participate in Tech Prep programs next year. Two new Carpentry and Business Systems Networking programs were developed this past year for the Clarke Community School District and surrounding area. Southwestern Community College will now offer Tech Prep programs at all three campus centers. Programs Southwestern will make available include: Business Systems Networking, Automotive Mechanics Technology, Professional Ag Applicator, Electronics Engineering Technology, and Carpentry and Building Trades.

Indian Hills Community College (IHCC)

- Indian Hills Community College (IHCC) will play a supporting role with Graceland University's Title III application by collaborating (if funded) on the development of a transferable entrepreneurship program. The provisions include: sharing an instructor, purchase of new computer lab equipment for instruction, and articulation agreements with area high schools.
- Discussed educational opportunities for junior high and high school students in the area of electronics with Lawrence Livermore National Laboratories. Representatives from Lawrence Livermore National Laboratories indicated that they would provide feedback on educational initiatives that are currently available in California and surrounding states.
- 3M Company requested that IHCC recruit laser students from their geographic area to increase their chances of hiring IHCC graduates.

- The Ingersoll Milling Machining Company requested that IHCC participate in a Career Fair sponsored by Rockford Association for Minority Management (300+ ethnic students from area high schools), recruit students from the area, arrange scholarships through the company, and arrange for the recruitment department to visit several area high schools.
- PolarFab arranged for the Marketing/Recruitment Department to participate in the Technology Career Fair and high school visits.
- Cargill, Communications Engineering, Genesis Systems Group, and Rockwell Collins have funded program-specific scholarships.
- A partnership between Area XV health care facilities and Indian Hills Community College (IHCC) was formulated in 2001. The purpose for this partnership was to address the education needs of health care facilities and their employees in the ten counties served by IHCC.
- A need was identified for additional area nurses with Bachelor of Science in Nursing (BSN) Degrees. Meetings were held with two colleges that offer the BSN program. The University of Iowa was selected as the provider of their program. The first courses are scheduled to start in June 2003, via the Iowa Communication Network.
- The high school Health Occupations curriculum continues to be expanded with 224 course enrollments in fiscal year 2003.
- Annual Transition Fair to transition students with disabilities from high school into career and vocational programs: Co-sponsored by IHCC, the area education agency, and Vocational Rehabilitation.

Southeastern Community College (SCC)

Regional School-to-Career (STC) partnerships have been developed at the regional level with K-12s, postsecondary institutions, area education agencies, business/industry/labor, workforce and economic development, service agencies, and governmental agencies. This includes the implementation of Chapter 12 legislation (Comprehensive School Improvement Plans). The regional partnership provides support to districts in regional meetings at a different area business each month to promote partnerships and information sharing between the partnerships and the businesses. In addition, STC has participated in several local and county activities and projects.

Efforts are being continued with Iowa Wesleyan College for a Bachelors Degree and with St. Ambrose College for a Masters of Business Administration (MBA) on the West Burlington campus.

County School-to-Career (STC) liaisons are being developed to model previous Des Moines county career consortium efforts. Des Moines and Henry Counties currently retain this role to promote STC as a strategy for economic and workforce development.

Resource Guides (www.secc.cc.ia.us) have been accomplished, featuring over 250 businesses to encourage students and educators to make connections with businesses for work-based learning experiences. Click on Information, then on county Consortium Resource Guide.

Established articulation/4+2 drawing board opportunities for high school credit for college credit offerings and Tech Prep efforts between high schools and postsecondary institutions to create seamless transitions for students from high school into postsecondary education.

Offered area high school instructors and counselors meetings with SCC and Iowa Wesleyan instructors in the areas of Office Technology and Information Technology, Industrial Technology, and Agriculture that resulted in 127 course-to-course articulation agreements.

A matrix was developed by career faculty and area business partners to provide guidance to potential SCC students. All six career pathways and recommended high school courses were highlighted, along with necessary and recommended employability skills.

Provided Teach in the Workplace which matched 172 educators and business partners for a week of job shadowing over the past seven summers. This resulted in the development of relationships and use of "real world" concepts being integrated in classroom curriculum.

Provided Business "Aspect"-ations in-service which served 54 educators over the past three summers and has provided educators with a broad-based look at all aspects of a business.

Offered a career exploration series entitled "Taking the Road Less Traveled: Non-traditional Career." A five member team from the region surveyed 100 percent of the districts in Area XVI and responded to training requests to promote awareness, recruitment, retention, and placement of students in nontraditional careers.

Offered a careers exploration series entitled "Happy Trails: Exploring Career Pathways" targeted for 95 educators over the past four years. The six part series highlights each of the career pathways and features postsecondary schools, Iowa Workforce Development, and business "experts" as sources of information to help educators address academic and technical skills, employability skills, and career guidance and development issues.

Offered Lean Manufacturing which took teachers through a simulation to introduce them to practice the concept of lean manufacturing, a priority for many businesses and industries across the state.

Developed plans for a fourth Employer/Educator Summit in June 2003 that provides an opportunity for educators and employers to network and share successes. Attendance each year is around 90 participants, with an equal split between educators and business partners.

Held the sixth annual Regional Youth Entrepreneurship Conference to encourage students and educators to experience the opportunities available for entrepreneurs in any career path. Over 600 youth and educators have participated.

Established an Entrepreneurship Education Endowment Fund which is being promoted to area business partners to continue building upon successful efforts. Funding in the past has come from grants and donations.

TriState On-Line Consortium

Southeastern Community College (SCC) continues to partner with John Wood Community College in Illinois and Moberly Community College in Missouri to offer on-line course opportunities for students. This unique three state partnership provides SCC students with additional on-line learning opportunities that may not be available with other partnerships. The combination of Iowa Community College On-Line Consortium (ICCO) and TriState On-Line Consortium provides SCC students with the opportunity to choose from 100 courses and 150 sections of on-line courses each semester.

(The Iowa Community College On-Line Consortium is described in Goal 1, Initiative B.)

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative D:

Partner, as requested, with K-12 districts that provide alternative high school education as a means of providing greater opportunities for students.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative D: Partner, as requested, with K-12 districts that provide alternative high school education as a means of providing greater opportunities for students.

Department of Education Response

Alternative High School Education

- **Iowa Choices** - Ten alternative schools, 85 percent of the local school districts, and 87 percent community colleges utilize the **Iowa Choices** computer programs supported by the Iowa Department of Education to help students become aware of career opportunities. Other entities include three youth corrections institutions, 59 workforce/job training sites, the Sac and Fox Tribe of the Mississippi in Iowa, and 11 miscellaneous sites. The community colleges support the use of **Iowa Choices** in their sponsored alternative schools.
- **Modified Allowable Growth** - The Iowa Department of Education promotes funding for alternative schools by collaborating with community colleges using a process entitled modified allowable growth under Chapter 257.38, Iowa Code. Nine community colleges are now involved with 63 local school districts in providing alternative schools through this process.
- **Tech Prep** - The Iowa Department of Education conducts alternative school administrator training each month and local reviews of schools to encourage linkages of alternative school personnel with Tech Prep coordinators located in community colleges. A major goal has been to encourage participation of students in technical training programs and in developing post-secondary training plans. Some alternative schools have documented over 40 percent of their students going on to postsecondary training in community colleges.
- **Staff Development** - The Iowa Department of Education sponsors a yearly statewide conference in April regarding the development and management of alternative schools. Community colleges are included in the target audience. Moreover, monthly meetings are held with administrators of alternative schools to address emerging issues. All community colleges are invited to attend the statewide conferences; 9 of 15 participate in administrator meetings throughout the school year.
- **Web Site** - The Iowa Association of Alternative Education (IAAE) collaborates with the Iowa Department of Education to sponsor a website promoting alternative schools and programs. The website is nationally known and linked to many websites throughout the country. The address is www.iaae.net.

- The Iowa Department of Education assisted local alternative school administrators during the 2002-2003 school year to develop an accountability system to document the effectiveness of alternative schools. Community college professionals were part of the training and will continue to be part of the initiative in 2003-2004. One hundred and one alternative schools in Iowa will benefit by this initiative upon completion.
- School Improvement Visits - Alternative schools are included in the school improvement visits where programs are reviewed and reported upon by Iowa Department of Education consultants. Consultants participated in comprehensive school improvement visits at alternative schools.

Community College Responses

Northeast Iowa Community College (NICC)

- **Alternative High Schools** - NICC contracts to operate six alternative high schools for 15 area high schools. The alternative high school sites are as follows:
 Western Dubuque
 West Delaware
 Education Options (New Hampton)
 Calmar
 Clayton County
 Oelwein
- **Regional Planning Council** - NICC serves on the Regional Planning Council for Area I, which plans Tech Prep and School-to-Work activities.
- **PAVE** - This is a secondary special education program for selected students. Students attending PAVE have the opportunity to participate in NICC courses and explore vocational programs.

North Iowa Area Community College (NIACC)

- **High School Credit** - The Student Learning Center offers 17 high school credit classes in a guided study format at the Mason City campus. Fifty-eight area high school students have taken these classes and transferred the credit to their local schools to apply toward their graduation requirements.

Iowa Lakes Community College (ILCC)

- Iowa Lakes provided curriculum, technology, and support services to five alternative high schools.
- Remodeled and relocated West Alternative High School adjacent to the college at the Clay County Center in Spencer.
- Continued to emphasize the importance of alternative high schools to the public and school officials.

- Continued to improve technology opportunities for alternative high schools.
- Updated curricula and technology to ensure currency of materials and equipment to meet changing needs of graduates to prepare students transition into employment and/or college.
- Established a long term funding agreement with local districts to ensure the future of the alternative high schools.
- Continued to assess methods of retaining student in the high schools to graduation.
- Improved methods of recruiting dropouts.
- Revitalized advisory committees to ensure more active roles in assisting the alternative high schools to be successful in serving students.
- Continue to establish a process of measuring student academic growth in the alternative high schools.

Northwest Iowa Community College (NCC)

- **Northwest Iowa Alternative High School** - NCC operates the Northwest Iowa Alternative High School, which is the only alternative high school system in existence in northwest Iowa. Students have the option of attending part-time or attend a satellite site. An advisory committee, which includes representation from every local education agency (LEA) in the area, meet twice per year to review activities of the alternative high school and make suggestions for improvement. This past year, students from 13 districts attended the Northwest Iowa Alternative High School. Enrollment consisted of 35 seniors, 24 juniors, 17 sophomores, and nine freshmen. Twenty-four students graduated through the Northwest Iowa Alternative High School this past year. A summer session is also held to provide these students with an additional opportunity to catch up on work they may be behind on.

Iowa Central Community College (ICCC)

Partnership

The Student Success Center (SSC) offers 51 high school credit classes all year long in a guided self-study format at its Storm Lake and Fort Dodge centers. Students who are behind in their coursework or who want to move ahead take these classes. Area high school students take these classes for credit awarded by their local school toward their graduation requirements or to earn an Iowa Central adult high school diploma. These classes are also taken as enrichment for students who feel they need better preparation for college or a career.

Through the SSC, the college maintains 28E agreements with Eagle Grove Community Schools and Webster City Community Schools in order to provide alternative high schools at the other college campuses. The college has provided high school curriculum, Internet access, and classroom space for these centers. The Webster City alternative school facilitator is an employee of the college.

The SSC offers academic assistance to all Iowa Central high school and college students who need help outside of the regular classroom. These services include: tutorial assistance, the creation of study groups, study skills and time management information, computer assistance, career information, and special needs accommodations. The SSC also offers the following tests: Computerized Adaptive Placement Assessment Support System (COMPASS)/Assessment of Skills Entry and Transfer (ASSET) as initial assessment for entering students, General Education Development (GED), CLEP, emergency medical services (EMS), dispatcher testing (NCIC), guided self-study, Internet correspondence, PRAXIS, and dental assistant/dental certification testing. Finally, the SSC works with developmental education in overseeing the assessment of entering students to see if they need developmental work. The SSC offers one of the developmental courses, Language of Math. The staff also post-tests the students in these developmental courses, keeping records on test improvement, final grades in these courses, and instructor recommendations as to what courses these students should take next. An admission representative tracks these students to assure they are in the correct courses. All these services are an attempt to facilitate the educational experiences of Iowa Central students and to aid in retention of these students.

Iowa Valley Community College District (IVCCD)

IVCCD's goal is to continue to serve this population of high school age students in partnership with area high schools. Due to severe budget constraints on the part of the high schools and the decreased state aid weighting for alternative school partnerships, IVCCD will be exploring ways to increase services for General Education Development (GED) preparation and testing for this audience. This past year, there were 67 graduates from the three IVCCD alternative high schools. This represents 67 individuals who would have dropped out of high school and possibly never received a high school diploma. Many of these students have now enrolled in some type of postsecondary education.

Hawkeye Community College (HCC)

- Hawkeye Community College provided alternative high school education in Grundy Center, Independence, and Sumner Community School Districts.
- A Hawkeye adult high school diploma is available through Hawkeye Community College. High school students can take a full range of high school courses in the areas of social studies, math science, and English at the college's Metro Center.

Eastern Iowa Community College District (EICCD)

Approach

All three colleges maintain an alternative high school program with local high schools to serve these students needs. Students receive diplomas issued from the local high schools. The programs are ongoing and enrollment and success rates are monitored.

Kirkwood Community College (KCC)

Kirkwood continues to collaborate with K-12 districts through four alternative high school programs. Each program has been designed to meet local district needs, to award a local district's high school diploma, and to emphasize academic, career, and personal development. These programs include:

- NewDirections – Tipton
- ECHO – Clear Creek- Amana
- ASSURE – Washington
- Jones County Alternative High Scholl – Jones County

To keep students in high school, new Success Centers have been established in partnership with English Valleys and West Branch high schools. Success Centers allow students to access Kirkwood high school courses within their high school and apply these earned credits towards high school graduation.

The Clear Creek-Amana School District approved a bond issue that will include the construction of a new \$600,000 ECHO alternative high school to serve students from Clear Creek-Amana, Iowa Valley, and Solon.

See Kirkwood Community College's response to Goal 1, Initiative E for additional activities.

Des Moines Area Community College (DMACC)

DMACC continues to partner with numerous school districts to provide educational opportunities for students who are in the Youth At-Risk Consortium. Forty-five districts are served at approximately ten different sites within the area. After completion of the programming, students may continue in the DMACC Degree program. These students are provided support during their educational experience and are exposed to numerous occupational opportunities. Some school districts have partnerships with DMACC to provide the site within their own campus to reduce transportation issues.

In the DMACC/SCAVO Alternative School partnership, students are assigned an intern in a local business and enrolled in a DMACC Coop class. The local business partner pays tuition. Students receive work experience and college credit.

Western Iowa Tech Community College (WITCC)

No response.

Iowa Western Community College (IWCC)

Continued to facilitate the operations of multiple alternative high schools in partnerships throughout the service area.

Southwestern Community College (SWCC)

Alternative High School Education

Southwestern Community College does not currently administer alternative high school education for any Area XIV school district. However, college staff did work with Clarke Community School District in the development of a lease agreement for usage of community college facilities to house their alternative school.

In addition, community college staff has developed a campus visit day tailored for students who have chosen an alternative high school education. Workshops and speakers are made available to answer students' questions about program availability, application and admissions procedures, and financial aid.

In prior years, the college has been involved with joint administration of two alternative high school programs. These were discontinued due to modifications in funding from the state.

Indian Hills Community College (IHCC)

- Alternative Learning Program - Local school districts place students in the community college for General Education Development (GED) completion. All students are provided with career awareness information, information on IHCC programs, and are referred to the Educational Opportunity Center for assistance with completing college and financial aid applications.
- High School Completion Courses - IHCC offers courses to high school students to obtain credits required for graduation.

Southeastern Community College (SCC)

Relocated Ft. Madison Alternative High School to the Ft. Madison Center beginning 2003-2003, providing alternative high school students with greater access to basic skills instruction and technology provided by SCC.

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative E:

Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative E: Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.

Department of Education Response

Workforce and Economic Development

- **Mandatory Education** - The Iowa Department of Education provides coordination and facilitation in the delivery of educational programs, such as Driving Under the Influence, Mine Safety Training, Moped and Motorcycle Safety, and Children in the Middle. The Iowa Department of Education also serves as a clearinghouse for Driving Under the Influence (DUI) program curriculum selection, group materials, and equipment purchasing.
- **National Crosswalk Service Center** - The National Crosswalk Service Center is working with a number of national partners on infrastructure data and standard components to allow skills functionality to be incorporated into labor information exchange. The goal is close the gap between supply and demand match. Information on licensing agencies and occupations that require licenses is collected by the National Crosswalk Service Center for the nation. This information is available at: http://www.acinet.org/acinet/lois_agency.asp?stfips=19&by=state&x=40&y=16
- **Iowa Choices** - Correctional staff from four adult facilities were trained in the **Bridges to Community** career development program. This program is built around use of the **Iowa Choices** software to assist inmates in setting realistic goals and to help, then transition, to the “outside world” after release.

Community College Responses

Northeast Iowa Community College (NICC)

- **Continuing Education** - NICC employs representatives in each community, often in each school system, to be our “eyes and ears” as it relates to new programs and initiatives that a specific community may need.
- **Learning Centers** - Faculty and staff are available to assist with skill development and student success in classes.
- **Writing Centers** - NICC has writing centers to help students develop written communication skills and assist students with writing assignments in their classes.

- **Rapid Response Team (Plant Closures)** - NICC is part of a team to move into businesses with lay-offs or closures to assist displaced workers with job placement, skill upgrade training, and education.
- **Iowa Workforce Development (IWD)** - NICC is the employer of record for the Iowa Workforce Development area coordinator and integrates activities to best assist employers and employees in the district.
- **Adult Re-Entry** - The Adult Re-Entry/Nontraditional Career Center provides services to adults who are retraining for a new occupation, single or teen parents, displaced homemakers, adults re-entering the workforce or upgrading skills, farm men and women, criminal offenders, or dislocated workers.
- **Kuder & Iowa Workforce Development (IWD)** - NICC is licensing the Kuder Career Placement Program for use in workforce centers in Area I. NICC also offers this program through the area Iowa Workforce Development offices.

North Iowa Area Community College (NIACC)

Developmental

Preparatory Programs

- **Adult Basic Education/General Educational Development (ABE/GED)** - Provides preparatory instruction to citizens of the North Iowa area who are in need of basic skill development and/or a GED. Each year, several hundred students take advantage of the network of GED classes offered in seven communities across the North Iowa area. GED graduates are encouraged to continue to postsecondary work. Enrollment specialists visit GED classes. Students come to campus to participate in tours and campus-wide informational sessions.
- **ABE English as a Second Language (ESL)** - English literacy classes assist students who have an interest in postsecondary education. An ESL class was started on campus in response to requests from students and instructors for college students whose lack of English language skills hindered academic success.
- **ABE Special Needs** - Adults throughout the North Iowa area who have special learning needs attend ABE basic and life skills classes in order to better prepare themselves for life and work experiences. Competencies based on Comprehensive Adult Student Assessment System (CASAS) and the Secretary's Commission on Achieving Necessary Skills (SCANS) point to the following:
 - Basic skills in reading, writing, and math;
 - Life skills, such as shopping, using community services successfully, working with money or health care services; and
 - Employment services, such as job seeking and keeping skills.
 These classes are conducted at a variety of sites, from community-based to home-based classrooms.

Postsecondary Assistance

- **Enrich Education** - NIACC has developed a program for students who have difficulty in learning or who have other barriers to educational success. Students work on applied basic and employment skills and can earn a diploma in general studies at the end of one academic year. The program goal is to provide skills to students for success in the workplace and the community.
- **Developmental Education** - The college offers classes in Basic Math and Writing. Students are enrolled based on entrance assessment scores, high school performance, and personal selection. Students in Basic Writing may also earn Communication Skills credit by meeting predetermined prerequisites. Each year, between ten and 25 percent of NIACC graduates have developmental credit.

Job Training and Retraining

- **Activity Directly Tied to HF260 as a Funding Source**

Following is the level of performance that was accomplished in fiscal year 2003:

260F Projects

Issued \$181,384 of training contracts

33 companies

449 employees to be trained

260E Projects

\$1,875,000 of bond sales

Three companies

370 new jobs created

- **Newly Developed Programs that are not Tied Directly to 260 Funding -**
Fundamentals of Human Resource Management (FHRM curriculum): partnered with eleven community colleges for delivery via the Iowa Communication Network (ICN)
 - a) Occupational Spanish
 - Conducted training for the following new groups: manufacturing, secretary/retail, teachers, police, and bank tellers.
 - b) Building Scalable Networks: new Management Information System (MIS) course
 - c) Lean Manufacturing Training activity
 - Trained 2,316 employees in 12 companies.
 - Decreased expenses and increased sales in excess of \$30 million.
 - d) Electromechanical Modular Training program
 - Implemented a new delivery format that allows one instructor in one classroom to simultaneously deliver credit classes, contract training for industries, and customized individual training.
 - This program was expanded to include a partnership with local industry and high schools to provide a Maintenance Apprenticeship opportunity for high school students.
 - e) Department of Transportation Rules and Trucking Issues for Farmers: new course
 - f) GPS Grid Mapping for Farming: new course
 - g) Associate of Applied Science (AAS) program for Security and Loss Prevention Services: new program
 - h) Diploma program for Security Guard: new program

Mandatory Adult

Water Utility Workers

- Provided Department of Natural Resources-approved water certification courses for city and county municipalities (included lagoon information).

Fire Science Training Bureau Partnership

- Offered Firefighter I and II certifications.
- Received approval to offer the Fire Instructor II certification.

Curriculum Approved by the American Welding Society to Enable the Offering of a Weld Certification Course

Cosmetology

- New (additional) course offered in fiscal year 2003.
- Activity level with fiscal year 2003.

PSMAPP (Foster Parent/Adoption)

- Implemented a new 30-hour program in January in partnership with Iowa State University.

Batterers Education

- Activity level increased nine percent as compared to fiscal year 2002.

Health Occupations

- Developed and marketed Mandatory Reporting course nationwide.
- Developed and implemented a web-based program on Fraud and Abuse for Mercy Medical Center North Iowa.
- Developed new on-line courses for Anatomy and Physiology of the Cardiovascular System and Skin Care of the Elderly.

Community Education

Rhythms of Life, A Day for Women – A Conference For Women

- 62 participants from NIACC.

Bridge to Employment (for social security disability insurance recipients)

- Conducted 11 courses.
- Delivered \$28,446 of training.
- Trained 31 students.

Kids' Computer Camp

- Offered two camps.

Performing Arts/Leadership Series

- 17,581 tickets sold for one or more events.

Multicultural and “Graying of America” Issues

- Offered 117 classes targeted for senior citizens (696 registrations).
- Host site for Elderhostel programs (20 registrants from eight states).
- Offered courses in World Religions and Chinese Culture Sharing.
- Created “English and Spanish Café” culture-sharing activities in two communities.

Iowa Lakes Community College (ILCC)

Adult Basic Education (ABE)

- Through ABE, the college strived to enrich students' cultural experiences, which included trips to local attractions, such as the Lakes Art Museum.
- Continued to increase students' independence through living skills, kitchen skills, and academics.
- Increased number of ABE courses and increased enrollments.
- Utilized the Smith Wellness Center to infuse physical health and wellbeing into ABE curriculum.
- Expanded the variety of customized training options.
- Increased the number of training programs and industrial customers by 30 percent.
- Continued to participate in the Iowa Basic Skills certification program.
- Upgraded English literacy curriculum for basic and advanced levels.
- Continued to expand the number of face-to-face classes for General Education Development (GED students).
- All benchmarks for the ABE program were met or exceeded.

Continuing Education

- Offered several types of basic computer classes.
- Re-established linkages with the local schools in each area and offered more community-based programming.

Secondary Alternative Vocational Education (SAVE)

- Continued to provide information about the SAVE program to surrounding communities.
- Expanded student recruitment efforts.
- Initiated a Helping Careers certificate program through partnership with the Human Services/ Disabilities Studies program.

Success Center

- Coordinated and evaluated the Successful Learning class throughout Area III.
- Developed on-line Writing Improvement course.
- Taught Writing Improvement and Successful Learning courses on-line.
- Evaluated Communications Success Center courses.
- Revised Reading Improvement I, Math Improvement, and Successful Learning courses.
- Implemented post-testing in all developmental courses.
- Assisted faculty in development of Academic Skills Matrix.

Northwest Iowa Community College (NCC)

Last year, NCC had 28,508 enrollments in noncredit offerings. Many of these are supplemental courses including, job training, retraining, and mandatory adult education.

- **New Program Offering** - Training has been expanded as a result of adding new program offerings which include the following:
 1. Floor Coverings Installers Course
 2. Basic Electricity
 3. Water/Waste Water Operators
 4. Math for Water/Waste Water Operators
 5. Advanced Microsoft Excel for Water/Waste Water Operators
 6. Industrial Chemicals Spill Response
 7. Setup Reduction
 8. Cell Flow
 9. ISO 14000

Iowa Central Community College (ICCC)

It is projected that noncredit business and industry training will be up 21 percent from two years ago. One of the key areas of expansion is truck driving. Area V is a hub for two major trucking companies, as well as serving smaller companies and area cooperatives. Due to the shortage of drivers and driver safety, the college has dramatically expanded its service and programs. The college also lengthened the truck-driving program from ten weeks to 16 weeks in an effort to improve driver retention and safety.

The college provides Occupational Safety and Health Administration (OSHA) training for 1,100 county and city employees in Wright, Hamilton, Humboldt, Webster, Pocahontas, and Calhoun counties. Training is conducted on an annual basis in the areas of blood-borne pathogens, safety communication, hazardous materials identification, personal protective equipment, hearing conservation, power tool safety, handheld tools, ergonomics, trenching and shoring, ladder safety, forklift safety, and defensive driving. MIDAS provides class scheduling and Iowa Central conducts the training. The college also provides safety training for employees of Storm Lake in Buena Vista County.

Another area of expansion is in the area of Homeland Security. It is the intent of the college to build upon its existing law enforcement, emergency management, and fire safety programs to become a model for bringing cost effective Homeland Security training to the first responders in the field. Initially, we will focus on the 5,000 first responders in our college area, expanding to help bring specialized Homeland Security Training for Urban Search and Seizure and Agro related terrorism attacks.

Instructors are trained to be proactive in the area of classroom retention. Our STARS system allows instructors to send individualized messages to students and their advisors about student performance and attendance.

- The Student Success Centers (SSCs) offer free tutoring services to help retention of students. Many college students, especially developmental students, need academic assistance outside of the classroom. These SSCs are open 52 hours a week in Fort Dodge and 24 hours a week in Storm Lake. They are staffed with professional tutors with varied academic and vocational backgrounds to assist students in their programs. Each year, the usage of the SSCs has grown so that this year, the SSCs helped 213 more students than last year and had nearly 2,000 more usage hours by students. Actual Student Success Centers do not exist at Eagle Grove and Webster City, but tutoring is now available by request, and each of these centers now has one tutor available to help students.
- The Student Success Centers also offer Assessment of Skills for Successful Entry and Transfer (ASSET) and Computerized Adaptive Placement Assessment Support System (COMPASS) testing to assess reading, writing, and math skills of enrolling students so these students can be appropriately placed in the correct levels of coursework. The Centers also post-tests all students who have been placed in developmental coursework and assists in tracking them to the next appropriate courses. If students start at the correct level of coursework, their success rates improve dramatically.
- The Success Centers offer Language of Math as a developmental course to assist students in improving their math skills to the college level.
- The Student Success Center in Fort Dodge also offers a facilitator/tutor and a location for study groups (supplemental instruction) requested by staff or students if such a facilitator/tutor can be found. Usually, most of these requests can be granted and aid in retention.
- The Student Success Centers in Fort Dodge and Storm Lake serve as small high schools, offering 51 high school courses to students wishing to complete their high school diplomas. For other students who need to complete their high school education before attending college, General Education Development (GED) testing is provided.
- The Student Success Center in Fort Dodge provides testing services in various areas to facilitate students in achieving their vocational goals. They include: Emergency Medical Services (EMS) testing, dispatcher testing (NCIC), PRAXIS testing (teaching of future teachers), dental assistant certification, guided self-study testing, and correspondence testing are all available to the community.
- The Office of Special Needs is housed in the SSC in Fort Dodge and assists students with disabilities at all campuses to get the accommodations they need to achieve academic and vocational success.

The purpose of the Rapid Response Team is to provide options for employees who are losing their jobs because of the business closing. The partners are Iowa Workforce Development, Iowa Central Community College, Social Services, and local agencies. Enrollments in the Industrial Technology Department and the Automotive Technology program have shown substantial growth in the last few years.

The past year, ICCC was involved with three closings: Dodger Manufacturing in Eagle Grove, K-Mart in Fort Dodge, and Iowa Industrial Technologies of Pocahontas. Options presented to the employees were college courses, skill training, and entrepreneurial training.

Iowa Valley Community College District (IVCCD)

IVCCD has expanded developmental course assistance by adding offerings at the Grinnell site, expanding the levels of English as a Second Language (ESL) credit courses, and applying for grant funding. The district has submitted a Title III Strengthening Institutions proposal. If funded, Student Support Services, including Developmental Education, will be strengthened throughout the district. The expanded programming will allow for more intensive advising of at-risk students and will provide improved developmental education services. The augmentation of developmental education services will assist students in completing general education courses required to obtain a degree, diploma, or certificate, thereby increasing the likelihood that students will obtain full credentials.

Several new jobs training programs and retraining programs have been initiated with area businesses and industries. IVCCD has increased the amount of training that IVCCD provides under 260E projects. The total economic impact of the 260E and 260F training programs this year was approximately \$1.3 million. All of the 260F funds available in the district were allocated. IVCCD became a subcontractor with Iowa Central Community College to deliver Iowa Manufacturers Extension Partnership (IMEP) products and services. Lean Manufacturing training, delivered by IVCCD in conjunction with IMEP, has increased significantly across the district.

IVCCD continues to offer programs to help individuals meet their re-licensure requirements.

Hawkeye Community College (HCC)

- The Adult Basic Education (ABE) program serves over 1,500 students a year. This year, 22 percent of the area population was immigrants who were trying to learn English for daily living. Fourteen and one-half percent of the enrollees were involved in the corrections programs or incarcerated. Sixteen percent of the area population was single parents. Over 1,000 people come to HCC yearly to earn a General Education Development (GED). Approximately 175 of the adults served were disabled.
- Provided mandatory adult and community education training workshops to individuals and companies in the service area.
- On-line course offerings were expanded from 16 to 33. The college purchased the Blackboard On-line Course Management Platform and has a contract with Embanet, a company that provides technical support to students and faculty of on-line courses.
- The college's Title III grant staff worked with faculty to develop reading strategies for social sciences and humanities courses and to infuse these strategies in those courses.
- Developed 112 Iowa New Jobs Training Projects (260E) with 80 companies, resulting in training of over 10,000 new employees in these companies.
- Developed 130 Iowa New Jobs Training Projects (260F) serving 131 companies, which will result in training of over 3,982 existing employees in these companies.

- Developed and completed two sections of Environmental Technician Training (Brownfield Project) for the unemployed and underemployed.
- Collaborated with the University of Northern Iowa (UNI) for the development and delivery of training (New Iowans Program) for construction, manufacturing, healthcare, insurance, and finance employers of immigrants and refugees.
- Collaborated with Cedar Valley Promise for the development and delivery of English as a Second Language (ESL)–Nurse Aide, ESL Clerical Quick Start training for refugees.
- HCC became a certified Microsoft Office Specialist testing site in fiscal year 2003.

Eastern Iowa Community College District (EICCD)

Approach

The EICCD serves adult and community education through many programs at its Career Assistance Center and Iowa Workforce Development (IWF) departments. Their programming includes services to adult, youth, and dislocated workers through a Title I grant, welfare to work programs, and Promise Jobs.

The EICCD also has several other specially funded programs, such as Student Support Services through a Department of Education grant to target low-income first generation or students with disabilities, Displaced Homemakers Services for minority groups, Institutional Skills Training, and Women and Minorities programs for employment in highway construction.

Current Activities

Displaced worker programs funded by the United States Department of Labor are in effect to help displaced workers secure employment.

The Career Links project funded by the Iowa Department of Economic Development has been designed to have a flexible open entry/exit to allow an individual applicant to receive the training prescribed for them based on an assessment of the individual's current skills.

Kirkwood Community College (KCC)

Through job training and retraining programs, Kirkwood Training and Outreach Services (KTOS) industry training programs have been delivered to over 4,924 employees in 140 businesses during FY 03. Entry level computer technology skills and advanced level skills training were provided to over 4,632 participants through continuing education open enrollment programs. The Call Center Training Program is a welfare-to-work education programs that has prepared 75 participants for entry-level jobs.

Through job training and retraining programs, Kirkwood Skills-To-Employment delivered job search services and intensive training services to over 100 low-income adults and 160 dislocated workers.

Our high school Health Science Academy will expand from 11 sites to 15 next year.

Kirkwood added a two-year program in Welding. A student now has the option of obtaining a diploma and/or a degree. In addition, a Skilled Trades AAS program was added. This is a program that articulates the classroom with on-the-job training from an apprenticeship program. Students who have obtained the Bureau of Apprenticeship Training (B.A.T.) approved apprenticeship certificate and completed 18 hours of general education core courses will be awarded the AAS Degree.

The Surgical Technology program originally offered at Kirkwood Community College is now available at four additional community colleges utilizing 28E agreements. Additionally, Accelerated Career Education (ACE) agreements with multiple Iowa hospitals in the involved community college districts have been utilized to support the mutual goals of the hospitals and colleges. Lab opportunities are available in four different hospitals, thereby reducing the equipment and supply costs to the colleges offering the program.

Des Moines Area Community College (DMACC)

- DMACC administers a \$750,000 United States Department of Education Community Technology Center (CTC) Grant that serves nearly 900 individuals each year. The CTCs provide computer-based instruction in General Education Development (GED) and English as a Second Language (ESL) preparation, as well as Microsoft Windows and Internet training. The target population for the CTCs is disadvantaged citizens in urban and rural communities. DMACC completed the Community Technology Center grant cycle and submitted an application for continuance.
- Job training and retraining (2000-2002)
 - a) In response to customer demand, DMACC created a Supervisory Leadership Series certificate program with Wilson Learning. This series is designed to equip supervisors and team leaders with basic supervisory skills. While building leadership competencies, DBR has trained over 500 individuals representing 13 companies.
 - b) DMACC has created a statewide quality improvement series, Lean Manufacturing, in response to our ongoing assessment of industry needs. To date, we have assisted 6,000 individuals throughout the state of Iowa representing over 64 different companies. This has been a partnership between Central Iowa Employment and Training Consortium, Maytag Corporation, Vermeer, Pella, Fisher Controls, John Deere Des Moines Works, Iowa Manufacturing Extension Partnership, The Iowa Business Council, and 15 community colleges. These activities have been partially funded by a \$2.7 million grant from the United States Department of Labor.
 - c) In response to meeting the needs of business, Iowa's 15 community colleges have joined forces to provide quality training to businesses and organizations statewide through the "One Source Training" initiative. This initiative assists businesses and organizations to have one point of contact and one price to assist in reducing training costs at multiple sites. The community colleges will help through on-going assessment and evaluations.

- d) DMACC, through its training of incumbent workers and retraining of the current workforce, has assisted in training 33,442 individuals representing 255 different companies, totaling more than \$114,872,877. All training is initiated with a formal or informal assessment, and when completed, and evaluation is done.
- e) To meet the needs of Iowans, DMACC in partnership with 12 trade unions in central Iowa, has trained in excess of 2,700 different apprentices.
- f) DMACC has collaborated with the Department of Natural Resources to help reduce the amount of material that is currently being sent to the landfill. In this effort (1) 1,462 businesses have been assisted; (2) 109,646.44 tons of potential waste was matched to another company's need and thus, was not disposed of; (3) \$3,727,503 was the cost saving of those companies in which matches were found.
- g) To help meet the needs of Iowans, DMACC started a Preventative Industrial Maintenance outreach training initiative. This initiative has trained incumbent workers in both DMACC and Iowa Central Community College districts, reaching over 450 students who represent 21 different companies.
- h) To help meet the needs of business, DMACC started a manufacturing training outreach effort. Subjects include electrical safety, national electric code, and electronics. Since fiscal year 2000, DBR has worked with over 24 companies, teaching 610 students.
- i) Expansion of noncredit programs not tied to 260 funding:
 - Developed a vocational printing certificate program.
 - Implemented Occupational Spanish for public offering and contracted with companies in the following areas:
 1. Supervisors
 2. Law Enforcement
 3. Nursing
 4. Manufacturing
 5. Restaurant Worker
 - Developed vocational supplemental classes in Architectural Millwork.
 - Developed new classes in Telecommunications for Managers.
 - Increased public offerings in Industrial Maintenance.
 - Expanded noncredit classes offered via distance education.
 - Added information technology (IT) public offerings to expand programming in IT target cluster to include:
 1. 3-D Modeling/Visualization
 2. Architectural CADD
 3. Windows Programming with Java
 4. Flash I & II / Flash for the Web
 5. Visual Basic Net
 6. Expanded offerings in CFC Certification to meet industry needs.
- Mandatory Adult
 - a) Fire Training
 - Expanded availability of offering for Firefighter I.
 - Terrorism Training provided in cooperation with FSTB.
 - b) Insurance-expanded shared programming with other community colleges via distance delivery.

- c) Health Occupations
 - Expanded First Aide/CPR classes to serve local businesses.
 - Developed new strategic alliance with Iowa Urological Society.
 - Advanced Cardiac Life Support, Pediatric Life Support curriculum revised to meet AGA standards.
 - EMS curriculum has been rewritten to meet new national standards.
 - Mandatory Reporting Curriculum has been updated and approved to meet new Iowa laws on child and adult abuse
- d) Motorcycle Safety
 - Increased number of offerings by over 50 percent.
- e) School Bus Driver Training is provided across the district as needed by school districts.
- f) Children in the Middle is provided in the Carroll area to serve the needs of this community.
- g) Cosmetology classes are updated each year. Barber classes have been added to meet the specific need.

In addition, DMACC provided training in the following areas:

- Occupational Spanish expanded to include childcare curriculum.
- Implemented courses to prepare electricians for Journeyman and Master Electrician tests.
- Implemented remedial dental courses in jurisprudence, infection control, hazardous materials, radiography.
- Developed curriculum and are working with the court system to provide training for offenders of adult and vulnerable elderly. Submitted and received a grant for development and evaluation component.
 - Expanded real estate offerings to include classes for Master Appraisers.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech's Job Training Partners (JTP) developed "Project Serve," a unique and nationally recognized program which partners the college with the Division of Vocational Rehabilitation Services and the Department of Human Services to detect students' previously undiagnosed learning disabilities and develop service plans for their education and employment. WITCC's JTP managers were invited by the University of Iowa's Law, Health Policy and Disability Center to present an overview of the project to policy-makers in Washington D.C.

WITCC leads the state in supplementing the existing credentials of Job Training Partners staff that work with clients in transition for employment. All staff will be credentialed as Career Development Facilitators (CDF). That is, they will complete 120 hours of coursework to receive national certification for career counseling.

The Midwest Technology and Employment Coalition (MTEC) arose from a grant from the United States Department of Labor and is intended to support unemployed and underemployed individuals and incumbent workers in the advancement of their information technology skills.

Iowa Western Community College (IWCC)

- Engaged numerous business and industry representatives in the comprehensive review and revision of key career and technical programs.
- Conducted regular program advisory committee meetings for all career and technical education programs.
- Revised curriculum process to include appropriate flexibility for business and industry to assist in “just-in-time” curricular design to meet the needs of their employees.

Southwestern Community College (SWCC)

Steel Plus

Southwestern is one of three training sites in North America for the Steel Plus Technology Network, Structural Steel Detailing program. The partnership between Southwestern and the Steel Plus Network is to assist in addressing a shortage of qualified steel detailers. This recruiting, training, and placement program will offer students excellent opportunities for employment. The eight-week summer program includes classroom, lab, and on-site experiences, provides industry requested training, and is an enhancement to Southwestern’s current two-year curriculum in structural drafting with emphasis in steel detailing.

Displaced Workers

Southwestern and Workforce Investment Act (WIA) have been working together, under the NAFTA program, to provide education and training for the displaced workers from Siemens Furnas, Inc. Southwestern has:

- Given tours of the Creston and Osceola campuses.
- Provided personality tests to determine which program best matched the students’ individual needs.
- Administered placement tests to assess which classes, in the areas of mathematics and English, the student should begin with.
- Advised students on the order in which they should take their classes and what jobs they could expect to find upon graduation from their program.
- Provided developmental classes that enabled the students to ease back into learning and help familiarize the students with college procedures.

Adult Education

Adult and Continuing Education shows constant addition of new programs in response to area needs and requests. A few recent examples include:

- Conversation Spanish – general public and employers basic Spanish speaking skills.
- Fire Training - expanded options and readily available to more communities.
- Mandatory Child Abuse/Dependent Adult Abuse curriculum updated statewide and approved by Department of Health.

- Geriatric Nurse Aide, Medication Aide curriculum updated statewide; working on update of residential attendant curriculum.
- Revamped Nurse Week; offered locally every May/June.
- All American Heart Association curriculum revised/updated to meet AHA standards; includes Advanced Cardiac Life Support, Pediatric Life Support, and National Resuscitation curriculum.
- CPR in the Schools, a new curriculum offered.
- Offered, in cooperation with local hospital, the national Hospice satellite program.
- New partnership with Green Valley Hospice and Behavioral Health Unit to offer continuing education programming throughout the area.
- Added 15 more on-line noncredit courses, including Insurance, Consulting, Travel Writing, Debt Elimination, English as a Second Language (ESL) Grammar, Speed Spanish, Introduction to TurboTax, Basic A+ Certification, Building an On-line Business, Medical Terminology.
- Part of the Union County Literacy Team that has sponsored four learning activities for families, including Rumble/Tumble, Fall Into Reading, Art in the Park, and Family Fun Night/Dinosaurs 2003.
- Home study classes Mandatory Abuse classes and Nursing Continuing Education Units (CEUs) now available.
- Partnering with Iowa Department of Public Health Bureau of EMS to provide (Nursing) CEUs for child passenger safety trainings and conference.
- Father Connection Grant offers educational activities for fathers and children.
- CAN Mentoring program beginning in the area.
- Organ donation grant offers three programs to learn more about organ donation leading to community involvement and learning.
- Now offering CAN at Osceola site.
- Restorative Aide class to be offered by end of the summer.
- Long Term Care and Adult Basic Education (ABE) coordinators working on CAN reading test to assist students with lower reading levels.
- Offered customized computer classes including Excel, Word, Microsoft Windows, Keyboarding, and PowerPoint for area business.
- Parenting curriculum updated and offered.
- Offered APICS training.
- Offered Web Design class for industry.
- Completed revision of activity coordinator curriculum.
- Offering a one day EMS continuing education workshop in Red Oak annually.
- Continue to offer EMS initial training at First Responder through Paramedic levels.
- Offering paramedic Refresher 48 hour course every two years.
- Offering 16 hour Pre-Hospital Trauma Life Support course every two years or as needed offered through co-sponsor with University of Iowa Health or Mercy School of EMS.
- Working statewide for revision of basic EMS level certification exam (skills testing).
- Working statewide for exploration of training needs for terrorism (disaster preparedness) Ed-trac.

Indian Hills Community College (IHCC)

- Developmental Education classes are available to the public, as well as currently enrolled students.
- General Education Development (GED) classes are provided for certain inmates/parolees of the correctional system.
- Adult Basic Education (ABE) classes offer basic literacy (nonreaders to those with limited literacy) and skill upgrading in basic reading, writing, math skills, and in basic computer literacy.
- ABE provides noncredit English as a Second Language (ESL) and Developmental Education provides credit ESL instruction.
- Developmental education provides credit ESL instruction.
- Developmental Education offers basic reading, writing, math skills, basic keyboarding, speed reading, critical thinking, job seeking/job keeping skills, international student seminar, services for students with disabilities, diversity training, equity training, assistance with college transfer, career decision-making workshops, study skills, and self advocacy workshops for students with disabilities
- Customized Learning offers the state mandated driver improvement, foster parent/foster care, adoption classes, and coaching.
- A partnership with Health Care Facilities was formed in 2001. This partnership continues to evolve. One of the purposes of this partnership is to provide quality continuing education offerings for health care providers that meet the requirements of state licensing agencies.
- Implemented e-write component of Computerized Adaptive Placement Assessment Support System (COMPASS) for all college writing students in order to assist students to successfully complete the required college writing courses.
- Added courses in the areas of Graphic Design and Photography to the Arts and Sciences curriculum.
- Revised Criminal Justice program requirements.
- AS in Natural Resources was developed and is scheduled to begin winter term 2003.
- AA Photography is being developed and scheduled for offering beginning spring 2004. Certificate and diploma options are also being developed for this area.
- Plans are currently underway to develop programs in the area of Land Management with the intended audience being landowners and farmers looking for ways to more effectively utilize the land's resources, to add value to their existing operations, to foster entrepreneurship, and promote conservation efforts.
- The evening Drafting/Virtual Reality program was revised to improve students' advancement towards the completion of certificate and diploma options, and the degree itself, ultimately aimed at better serving evening adult students and their career/academic goals.

- Centerville campus worked directly with Iowa Economic Development to arrange E-Business classes for local retailers and used the college's mobile laboratory to do computer training for the hospital.
- Indian Hills Community College provides quality programs in direct response to the training needs of local, state, and national employers. Through customized learning and adult basic education programs, specific skill needs of our constituents and local employers are addressed.

Southeastern Community College (SCC)

Noncredit courses in the form of computer certifications, self-employment, and job-seeking skills were offered to dislocated workers.

The Center for Business and Industry Services (CBIS) continues to broaden its partnerships with area organizations, many of which offer certification training for members. Examples are SHRM, APICS, Safety Organizations, and Certified Quality Engineers.

CBIS developed a partnership between three small companies to offer a consortium ISO training/certification course.

CBIS offers mandatory coursework to area residents. Examples are DUI, DIP, Motorcycle and Moped Safety, Insurance, Real Estate, Mine Safety, and other OSHA related programs. These programs are offered via live presentations, the Iowa Communication Network, and CD-based.

CBIS has partnered with two local Chambers to offer classes to small businesses in a consortium approach.

CBIS partners with the Adult Basic Education (ABE)/General Education Development (GED) Division at SCC to offer coursework onsite to area industries.

CBIS now offers on-line preparatory courses for GED, SAT/ACT, and GMAT examinations.

The Great River Regional Business Information Center (BIC) opened as a resource for area enterprises. It provides a one-stop location where new or existing small businesses can access information and assistance to develop business ideas. It includes an extensive small business reference library, computer software and hardware, and management videos. In addition to self-help software and reference material, the BIC offers one-on-one free business counseling.

Offered College 101, which is Southeastern Community College's program for workers who have been laid off or displaced. It offers three free credit hours of in-state tuition to students who complete the no-cost three-session program. Participants receive campus-specific information on admission procedures, course schedules, and diploma and degree options. They also receive assistance in determining their individual skill levels in reading, writing, and math.

Established three Accelerated Career Education projects (CNC, Industrial Maintenance, and Horticulture) which are supported by business and industry.

Increased opportunities have been established for credit English as a Second Language (ESL) classes.

Two new programs are being implemented based on advisory committee recommendations. They are Health Information Technology and Medical Transcription.

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative F:

Expand the involvement of business and industry as partners with the community college system to strengthen career and technology-based education programs.

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Department of Education Response

Business and Industry Involvement

- Workforce and Economic Development Report - Workforce and Economic Development training and retraining programs were delivered by Iowa community colleges and monitored by the Iowa Department of Economic Development. Local community college data are reported to the Iowa Department of Education by four separate areas. The areas include Iowa Industrial New Jobs Training Programs (260E), Iowa Jobs Training Programs (260F), Accelerated Career Education-ACE (260G), and Apprenticeship Programs. Data are compiled into state level reports and are available in the Condition of Iowa Community Colleges 2002 and can be found at the web-site <http://www.state.ia.us/educate/ccwp/cc/reports.html>
- Targeted Industries - Targeted Industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: 1) Life Sciences, applying a range of technological disciplines to develop food, pharmaceutical, microbial and chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment and quality of life; 2) Information Solutions, including software development, insurance and financial services, and telecommunications services; and 3) Advanced Manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce. Local community college data are reported to the Iowa Department of Education. State level reports are available in the Condition of Iowa Community Colleges Report 2002.
- Curriculum Review - Iowa Department of Education staff facilitated a modified Developing a Curriculum (DACUM) process for Iowa Western Community College to identify standards, benchmarks, and performance indicators for their Professional Office Careers programs as part of their curriculum review process. This process utilized expertise from business, industry, and labor.

Community College Responses

Northeast Iowa Community College (NICC)

- **Iowa Workforce Development (IWD)** - Northeast Iowa Community College (NICC) is the employer of record for the Iowa Workforce Development area coordinator and integrates activities to best assist employers and employees in the district.
- **John Deere** - NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **ACE Program Participants (Nine Hospitals)** - NICC has completed a state-of-the-art health lab addition to Max Clark Hall at the Calmar campus. The addition includes a 12 bed laboratory with two intensive care unit beds in a simulated hospital setting, ceiling-mounted cameras enabling students to videotape themselves as they perform nursing procedures, a 45 student capacity classroom, a media room, and a student work center. The program expansion was made possible through a partnership supported by a consortium of nine hospitals in northeast Iowa.
- **Mi-T-M Corp Partnership–AS400** - Mi-T-M Corporation and NICC are participating in a Partners-In-Education program. Through the partnership, Mi-T-M has agreed to provide the following:
 - Assist with system selection and installation of hardware/software for the AS/400.
 - Provide entry-level education to faculty.
 - Review and revise curriculum annually.
 - Provide internships/externships.Because of this partnership, NICC receives a five-year software subscription, which allows the college to upgrade to any new version and/or release of AS/400 and related software over the next five years free of charge. NICC also receives a discount on hardware.
- **Respiratory Program Advisory Groups** - Several medical facilities pledged financial support to maintain the respiratory program at the Peosta campus.
- **CISCO** - NICC is part of the national CISCO program to deliver training to high school students. CISCO contributes part of the equipment costs.
- **Cresco Center Commitment from Howard-Winneshiek School District and Featherlite** - NICC has opened a new center in Cresco, which was made possible because the Howard-Winneshiek School District passed an income tax surcharge. It raised approximately \$1.5 million and Featherlite donated \$50,000 toward equipment costs.
- **County Development Organizations** - NICC is a member of nearly every Chamber in the district and partners in nearly every new business development and business expansion.
- **Dairy Center** - NICC partnered with Iowa State University Extension and local dairy farmers and agri-businesses to create the Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the Midwest dairy industry.

North Iowa Area Community College (NIACC)

Industrial Partnership

Participation rate by the members increased by 25 percent.

Presidents' Partnership

Membership number increased by 75 percent to stand at 32 members.

Electromechanical Modular Training Program

- Partnered with local industry and high schools to offer the Maintenance Apprenticeship program.
- Implemented a new delivery format that allows one instructor in one classroom to simultaneously deliver credit classes, contract training for industries, and customize individual training.

Lean Manufacturing

- Partnered with 12 companies to deliver training to over 2,316 employees.
- Decreased expenses and increased sales is over \$30 million.

Climate Control

Currently negotiating with a national supplier to locate a regional training center on campus.

Building Trades Program

Expanded the partnership by achieving certification for a local instructor to teach the ten-hour Occupational Safety Health Act (OSHA) for Construction course.

Aviation Training

Partnered with a fixed-base operator to offer flight training ground school and to investigate the locating of a testing center on campus.

Partnered with five local industries to conduct a DACUM for the redevelopment of the Tool and Die program.

Partnered with the Iowa Association of Realtors to deliver the 60-hour Real Estate course on-line.

Collaborated with regional industries to offer courses of interest to them in a dual credit/noncredit mode.

Iowa Lakes Community College (ILCC)

Advisory Committee

- Provided input to further enhance program curriculum and technology within vocational, associate degree programs.

Annual Report

- Strengthens commitment to continuous quality improvement. Goals and accomplishments are re-evaluated annually, published in hard copy, as well as posted on the Iowa Lakes website.

Skills USA – VICA

- Many area businesses supplied equipment and supplies for the state competition hosted by ILCC. Community representatives served as judges for various competitions.

Continuing Education

- Expanded marketing efforts to business and industry for specific ILCC programs.
- Utilized electronic (e-mail) communications to a greater extent among area service partners and mutual customers/students.
- Added industrial training staff for specific programming needs.
- Increased on-line course offerings and enrollments.
- Provided more industry-specific training activities.
- Continued to improve marketing efforts and customer outreach activities.
- Added six new noncredit health classes.
- Developed a new image for the Continuing Education catalogs and brochures.

Economic Development

- Refined the Accelerated Career Education (ACE) program curriculum to include specific courses in response to the needs/requests of customers.
- Implemented a new ACE program (*Precision Ag*).
- Implemented nine new industrial education classes.

Northwest Iowa Community College (NCC)

Business and industry strengthens career and technology-based programs at NCC, both through their words and actions.

- **Business and Industry Input** - These partners actively participate in advisory committees, which meet twice a year to review curriculum and address other program specific issues.
- **Student Experience** - Multiple businesses actively participate in the delivery of instruction through their willingness to serve as internship/coop sites. This was expanded this year when the Administrative Secretary program revised their curriculum to include a two-year option that included the potential for an internship.
- **Industry Specific Equipment** - Programs are greatly enhanced through providing students experience on industry specific equipment. Again this year, thousands of dollars of equipment was donated to NCC programs by business and industry.
- **Additional Business Partnerships** - NCC has expanded its working relationship for offering workplace training with the following companies:
 1. Little Sioux Corn Processors – Marcus, IA
 2. Harbor Group – Sioux Center, IA
 3. Archer Daniels Midland – Marshall, MN
 4. Norwesco/Tanks Limited – Sheldon, IA
 5. Jarco – Sioux Center
 6. Revival Animal Health – Orange City, IA
 7. Double HH Manufacturing – Rock Valley, IA
 8. Echo Group – Sioux Center, IA
 9. Sunrise Farms – May City, IA

Iowa Central Community College (ICCC)

Partnerships

The college has an ongoing relationship with each partner listed in the 2002-2003 Progress Report.

The college has been working with Fort Dodge Animal Health to develop a program that will supply them with much needed technicians. The Industrial Laboratory Technician program at Iowa Central offers extensive training with the intent of providing technicians who will have the knowledge and skills to work in highly technological vocations associated with the production of vaccines and pharmaceuticals. These learned skills would also be applicable to a wide range of other manufacturing processes.

The Industrial Technology Department is receiving direct input and support from local industries. The college has developed many partnerships to support the training needs of local industries. Iowa Central currently is providing all of the training for three formalized Bureau of Apprenticeship Training (BAT) approved apprenticeship programs. Accelerated Career Education (ACE) grants have been used to establish commercial carpentry and machine maintenance programs.

Storm Lake After School Supplemental Learning program - Middle school and high school age students in Storm Lake are offered the opportunity to enroll in an after school educational program sponsored by the Storm Lake Public School System and ICCC. Many of the students enrolled in the program are children of non-English speaking parents that came to Storm Lake to work at two large meatpacking companies.

Extended training for semi-truck drivers - Iowa Central provides new driver extended training for Smithway Motor Express and Decker Truck Line, two large trucking companies in the Fort Dodge area. An Iowa Central truck driving trainer spends approximately three weeks on the road with each new driver after they are hired by the company. This on-the-job training helps the drivers learn to perform the same over-the-road tasks that they will need to know how to do when they start driving by themselves.

Iowa Central fosters partnerships that help young students and adults learn about new technologies in the agricultural industry. Being an agricultural center, the partnerships formed with agricultural companies extend to many major seed companies, such as Pioneer, DeKalb, Curry, Great Lakes, Garst, Stouffer, Wyffels, Cenex, Land O'Lakes, Syngenta, Patriot, and many others. Companies partnered with on the equipment side are Harcourt Equipment (John Deere), Casady Brothers (New Holland), Anderson Equipment (Wilrich), and Hagie Manufacturing. Other companies providing help with technologies are New Cooperative, Farmers Coop at Farnhamville, and various agricultural chemical companies.

United States Gypsum Company and Celotex Corporation regularly provide wallboard to the college carpentry program for building homes and buildings.

Greene County Hospital, Jefferson High School, and the college have partnered to create a Health Careers program to prepare students to enter fields of study in health careers. Greene County Hospital provides staff and classroom space and the college provides the curriculum.

In the past year, the college partnered to deliver on-site training to 32 different industries using industrial trainers. Many of these companies provide equipment and materials that support technical programs. Over 660 students took nearly 20,000 contact hours of training.

Dodgen Industries has donated employee time and scholarship dollars to promote technical education. Many other companies have followed the lead of Dodgen Industries by sponsoring scholarships and donating employee time to promote technical education.

Trinity Regional Medical Center, Fort Dodge Senior High, and Iowa Central have combined efforts to offer dual credit health science related classes for Fort Dodge high school students. Trinity Regional Medical Center provides financial support and educational experiences at the hospital conducted by health professionals employed by Trinity. These partnerships assist in increasing the awareness of high-tech and high-wage health careers to high school students.

Due to the nursing shortage and an increase in the number of nursing applications, Iowa Central has partnered with the nine area hospitals to expand the Associate Degree and Practical Nursing program at the Fort Dodge center. The Accelerated Career Education (ACE) grant was used to establish an additional nursing section. This section will allow approximately 25 additional students into the nursing program.

The college has entered into partnerships at the request of commercial contractors representing Sande, Grabau, Peterson, Kolacia, Woodruff, and Story Construction companies to provide on-campus apprenticeship and career links training to assist with their labor needs. The Commercial Construction diploma program was developed with input, guidance, and support from the local contractors. The group of contractors, along with Master Builders of Iowa, contributed more than \$4,000 in program tuition scholarships to support the program. The group of six construction companies have also agreed to provide \$60,000 worth of materials to support the program.

In an effort to solve the shortage of skilled maintenance workers, six local industries Tasler Pallet & Lumber, Fort Dodge Animal Health, Frigidaire, Silgan, BPB, Celotex, and Friskies Pet Care have joined together with Iowa Central to initially form an Industrial Maintenance diploma program. The program was expanded this year to a two-year Industrial Maintenance program. The six industries have already donated thousands of dollars of industry level equipment to support the program and have agreed to provide \$50,000 annual cash to support the program.

Iowa Central has entered into an agreement with the Iowa Department of Corrections to provide educational programs and services to incarcerated inmates at the North Central Correctional Facility in Rockwell City and the Fort Dodge Correctional Facility in Fort Dodge. These educational programs are an approved prioritized list of programs including literacy, General Education Development (GED), high school, work readiness to provide life skills courses, coordination of college credit courses, and monitoring of off-site courses and tests.

The Agriculture Department has formed a partnership with Webster County to farm the 250-acre county owned farm near Fort Dodge. The farm is used as a teaching laboratory for students enrolled in the college's Agriculture Business program. The students manage the farm by planning cropping systems, choosing seed varieties, selecting chemical and fertilizer programs, and harvesting and selling the crop. Revenue from the farm provides scholarship money for agricultural students at Iowa Central.

Iowa Central collaborates with the Tyson/IBP pork production facility in the following ways:

- By presenting the following services: English as a Second Language (ESL), General Education Development (GED), college credit, and Community Education opportunities at new employee orientation session.
- An Iowa Central student Ameri-Core volunteer coordinated and translated into Spanish, a community welcome services tabloid, which is given to 15-20 new Spanish-speaking employees weekly.
- Iowa Central coordinated the purchase of a computer interactive CD-Rom Industrial Maintenance computer-training laboratory, which is located at the Tyson/IBP plant. The lab was purchased through the Iowa New Jobs Training Act.
- Tyson/IBP utilizes Iowa Central Storm Lake training and classroom facilities.

The college has developed a partnership with the city of Fort Dodge and downtown businesses to provide a new comprehensive senior center. In addition, the college is partnering with the city of Fort Dodge to provide a welcome center for new Iowans.

Agriculture Department students also conduct crop plot demonstrations on the 80-acre Thulin Farm donated to the college by the Thulin family. The soil tilth laboratory at Iowa State University cooperates in the operation of the crop plots.

The Social Science Department, along with the Human Services program, developed a partnership with Your Own United Resources (YOUR), Inc. to provide classes to prepare day care providers for state certification. YOUR Inc. provides instructors, students, and helped develop curriculum.

The Education Department, along with the Human Services program, developed a partnership with area schools to provide the classes necessary for Para-Educators to qualify to receive Level One certification from the state. Area schools used grant money to pay for tuition and books for their Para-Educators to attend the classes.

The Education Department developed a partnership with the local area education agency (AEA) that allowed the AEA to offer classes for teacher professional development and credit from the college. The department approved the class curriculum and instructor. The class is taught at the AEA and students are allowed to take the course for credit or noncredit.

The Health Education Center is a partnership between two of the region's largest institutions: Trinity Regional Medical Center (TRMC) and Iowa Central Community College. The Center provides accessible, quality educational programs that are essential for a wide range of people that work in healthcare. Trinity Regional and ICCC share a similar service area and the partnership has expanded to include four managed hospitals that are part of Trinity Health Systems, as well as the Trimark Physicians Group. There is also an existing working relationship with the many nursing homes and long-term care facilities, as well as emergency service organizations that are in the nine county region.

Community Education staff actively meet with many business and industry leaders in the nine county area. Ninety businesses were contacted between August of 2002 and May of 2003. Additionally, 20 companies have been identified to be contacted during June 2003.

Iowa Valley Community College District (IVCCD)

IVCCD has increased active involvement of business by having strong industry representation in program development through the program advisory committees and through needs assessment. The district expanded partnerships with Fakespace Systems to create a Virtual Reality Technology track to the Mechanical Design/CAD program; with local electrical businesses as partners in the addition of the electrical program; with Jeld-Wen Windows & Doors to create a paid internship for students in the Industrial Maintenance Technology program; and with local hospitals and long-term care facilities as partners in expanding the program site to Grinnell for a practical nursing section. Business and industry representatives also were involved in the biannual Regional Planning Board meetings that aided the strategic planning for the Career Academies.

IVCCD's career and technical programs have integrated many practices that incorporate all aspects of an industry. Two primary methods of providing students with strong experience in and understanding of all aspects of an industry are being used. The first method involves infusing all aspects of an industry into our curriculum. The second method involves providing hands-on experience in the form of major projects or involvement in workplace activities. Both methods implemented in tandem provide students with knowledge and skills related to planning, management, finance, technical skills, technology and production skills, underlying principles of technology, labor issues, community issues, health, safety, and environmental issues, and personal work habits. To ensure continuous quality improvement in these areas, programs receive input from advisory councils, which include employers and employees from the corresponding field. Issues related to "all aspects of an industry" are being added to the five-year evaluation process of these programs.

IVCCD began discussions this year for a Global Technology Center to be located on the Marshalltown Community College campus in Marshalltown. Groundwork has been laid for seeking funding next year. This initiative came as a direct result of needed skills identified in a study undertaken by the Marshalltown Area Chamber of Commerce. Follow-up meetings with some of the key businesses involved in the study indicated the need for more advanced skill training.

The other initiative under development by IVCCD as a result of input from business and industry is the development of an outreach center to provide basic job entry skills for immigrants. For more information see Goal 1, Initiative A.

Hawkeye Community College (HCC)

- Completed the third year of five-year Accelerated Career Education (ACE) programming with local schools and businesses in the areas of: Exploring Manufacturing Careers Consortium (EMCC); John Deere CNC; IBP Machine Maintenance Technician, and Information Technology programs.
- Completed ACE Infrastructure development for Electromechanical Engineering. A partnership with John Deere created a customized section of electronic engineering technology, with an emphasis on mechanical systems.
- Completed Iowa New Jobs Training Agreement Training agreement (260E) with Target Distribution Center for substantial employee training for their new distribution center locating in Cedar Falls.
- Developed Iowa Jobs Training Programs (260F) in fiscal year 2003 with 21 companies that have not currently served by HCC programming.
- Expanded Train and Gain Consortium to include 22 companies conducting monthly training seminars of interest to consortium members.
- Conducted Manufacturing Simulations with entire workforces of six area companies.
- Partnered with seven Iowa community colleges for delivery of Lean Manufacturing training.

Eastern Iowa Community College District (EICCD)

Approach

EICCD partners with business and industry to strengthen technology-based education and customized training. EICCD also partners with companies such as ACT to develop retraining options, such as the learning center located at the Manufacturing Technology Center. Many vocational programs form relationships with area industries to provide students with hands-on learning and cooperative experiences, especially in the health field career education programs. Examples are Radiation Technology, Microcomputer Information Technology, Manufacturing Technology and CISCO. Technology-based programs are continually being sought, assessed, and adopted to meet student needs.

Current Activities

Noncredit offerings include Education-to-Go, ACT training, (both delivered on-line) and traditionally delivered computer skills courses. Each month, Education-to-Go evaluates every course taken by each student. EICCD satisfaction rates are monitored by student, by course, and compared to institutional and national satisfaction rates with the course.

A nursing simulation laboratory was created at Muscatine Community College with funds from the Carver Charitable Trust and the Muscatine Health Support Foundation.

Kirkwood Community College (KCC)

The Workplace Learning Connection is a nationally recognized intermediary that links education with business to provide job shadowing, internships, and tours for students and teachers. Over 700 employers support this office by providing work-based learning experiences. Through them, students and teachers become better informed about the career opportunities in Iowa and the skills that are needed for these careers.

Kirkwood has entered into an agreement with the bricklayers union to contract for technical instruction in the Masonry program.

Des Moines Area Community College (DMACC)

DMACC partnered with the following:

- SunMacroSystems to bring Java 2 Platform training to Des Moines as part of the H1B scholars program for incumbent workers. Principal, Marsh, and Allied provided testimonials.
- Iowa Department of Personnel to provide training to state employees.
- Software and Information Technology of Iowa to identify training needs, and to market technology opportunities.

Western Iowa Tech Community College (WITCC)

WITCC partners with numerous businesses and organizations to seek local, state, and federal support for economic development. WITCC's President is a member of the Siouxland Chamber of Commerce Initiative Board. The college's partnership with that organization yielded a position paper on the college's Midwest Institute for Advanced Training, a priority issue this year at the Washington Chamber Conference.

The *Midwest Institute for Advanced Training* is a project involving classroom and laboratory additions, equipment, programs, and a large portion devoted to advanced technology training. The college is working with educational planning teams of area businesses to develop corporate-based instruction tailored to industry needs.

The college continues to invite business and industry leaders to serve in an advisory capacity for technical programs and to serve on our Developing A Curriculum (DACUM) committees.

Iowa Western Community College (IWCC)

- Strengthened industry relationships through an aggressive personal call program.
- Expanded Management Certificate program.

Southwestern Community College (SWCC)

Accelerated Career Education (ACE)

Funds available through the ACE legislation have assisted with the expansion or development of new programs including: Nursing, Professional Ag Applicator, Business Systems Networking, and Manufacturing Technology. ACE funding has allowed Southwestern to work with private business and industries in a new and innovative manner by providing an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are reviewed through the program evaluation process.

Representatives from the advisory committees and outside business and industry have been used in the development and/or revision of new curriculum, surveys for employer satisfaction, and program evaluation.

Structural Drafting Technology

The Southwestern Community College Structural Drafting Technology program has worked with industry representatives and area employers to identify and provide the most appropriate and current computer assisted drafting and steel detailing software and hardware. The program has received donations of SDS steel detailing software, as well as assistance with instructor training expenses and on-site visits to companies.

Indian Hills Community College (IHCC)

- The Career and Technical program advisory committees provide input to strengthen career and technology-based education programs.
- The Rural Health Education Partnership was established in 2001 to increase participation from the Area XV health care industry in identifying continuing education needs. Through collaboration and cooperation, the partnership will decrease duplication of offerings and cost to the health care facilities, while improving the quality of education by sharing resources. The members of RHEP, along with members of the health occupations program advisory committees identify health care worker needs.

- In 2002, a need was identified for additional nurses with Bachelor of Science in Nursing (BSN) degrees. This led to discussions with two BSN programs and resulted in a BSN completion program being offered via distance learning in Ottumwa starting in June 2003.
- A survey of health care facilities directed a need for a Surgical Technology program and a part-time evening Practical Nursing program. The Surgical Technology program started in fall 2002 and the part-time Practical Nursing program will start winter 2003.

Southeastern Community College (SCC)

The Center for Business and Industry Services (CBIS) relies heavily on industry leaders to direct its business unit in the area of contract training.

Steering committees are in place for safety training activities and for Apprenticeship Industrial programs.

CBIS has offered coursework in cooperation with the local area education agency that brings industry and education partners together in a training setting.

Expanded new partnerships with area human resource and purchasing groups.

To meet the demand for highly skilled professional drivers, CBIS has partnered with a truck training school and the trucking industry to provide commercial truck driving training.

SCC/CBIS have developed both credit and noncredit programs using Accelerated Career Education (ACE) funds. Areas of focus include leadership training, CNC Machining, Industrial Maintenance, and Horticulture.

All vocational-technical programs have active advisory committees in place, meeting at least once an academic year. Advisory members offered suggestions for curriculum change and equipment updates that have been implemented.

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative G:

Explore options for establishing an electronic system to serve as a one-stop web-site connecting Iowans to life-long learning opportunities at Iowa's community colleges and for providing individual transportable portfolios.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

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Department of Education Response

Electronic Systems

- National Crosswalk Service Center and ICCOR - Community colleges have access to resources of the National Crosswalk Service Center (NCSC). These resources include databases and accessing strategies for O*NET and the Career One Stop consortium Internet products. These products constitute national tools to enable job seekers to plot their careers. The National Crosswalk Service Center has built products that allow sharing occupational, skill, industry, and educational data that result in structured access to national career and labor market information for the 50 states and United States territories.

ICCOR and NCSC staffs are members of a national consortium that is planning to use new technology standards so that "community colleges can imbed the Job and Talent Banks, web pages from Career InfoNet, and content from the Career Resources Library directly into their counseling and placement operations."

The eChoices (Internet-based) Planner provides an electronic portfolio that is a depository for information that individuals compile using the components within the eChoices (assessments, occupations, schools) components with input and documents that can be uploaded into the planner. This is a resource available in all but two Iowa community colleges. Choices systems promote Iowa community colleges through its educational database.

System-Wide Responses **Contributed by** **Community College Liaison Groups**

Economic Development: One Source Training

One Source Training was established by Gubernatorial proclamation in January of 2002. The Partnership of all 15 Iowa Community Colleges is designed to assist businesses, organizations and governmental agencies provide consistent quality training throughout the State of Iowa. One Source is a client's single point of contact to develop, schedule, and arrange the delivery of training at multiple Iowa locations utilizing the resources and expertise of the community colleges. One Source negotiates the training contract, including the pricing, trainer pay, and materials costs.

The accomplishments of One Source for fiscal year 2003 include:

- Executive Director was hired February 1, 2003.
- Marketing materials and convention display produced and distributed in fiscal year 2003.
- Contract signed with Hy-Vee for the development and delivery of customized Spanish training programs for stores in Iowa and surrounding states. Training pilot offered in June 2003.
- Agreement signed between the Association of Business and Industry (ABI) and One Source to provide training opportunities to ABI members throughout Iowa. Members will be asked to complete a training needs survey in July 2003. Training to begin fall 2003
- Department of Emergency Management has selected One Source and the community colleges to be a key deliverer of Homeland Security training. One class has been offered to date. The Department is waiting for federal funding.
- Contract has been signed with the Farm Service Agency. The colleges will begin Microsoft Outlook XP training in July 2003. Over 700 employees to be trained statewide.
- The Iowa Manufacturers Extension Partnership (IMEP) has a signed partnership agreement with One Source in effect until July 1, 2003.

Community College Responses

Northeast Iowa Community College (NICC)

- **Distance Learning Courses** - NICC students continue to take advantage of the convenience offered by the Iowa Communication Network (ICN), on-line, and independent study classes. The 1,331 enrollments for summer 2003 totaled 3,934 credits. That represents 35 percent of the total credits district-wide for the summer term. On-line classes generate the greatest interest with 48 summer classes and an enrollment of 611 students, which is a 49 percent increase from the previous summer term. NICC is now able to offer the Business Specialist Degree totally on-line.

North Iowa Area Community College (NIACC)

- **Iowa Distance Learning** - NIACC has participated in the Iowa Public Television (IPTV) sponsored Iowa Distance Learning catalog (www.iowalearns.org) website that provides a single source of information for on-line courses offered by Iowa colleges and universities.
- **Electronic Transcripts** - The Continuing Education Division has a process in place to download and print an unofficial noncredit transcript. For an official Continuing Education transcript, a person must provide an original signature and follow specific guidelines that include a student identification process.
- **New Management Information System (MIS)** - NIACC is in the process of implementing a new MIS system that will allow for on-line access to credit transcripts, noncredit transcripts, and documentation of earned certificates. It is anticipated that all these items can be incorporated into one document.

Iowa Lakes Community College (ILCC)

Admissions

- On-line registration, scholarship applications, and numerous other student services are available through the college website.

Marketing

- Faculty, staff, and students access e-mail remotely.
- Prospective students are able to investigate program information and transfer information through the college website.

Career Resource Center

- Assisted students and community members create or update resumes and post it electronically.
- Provided assistance in electronic job searches to students and community members.

Northwest Iowa Community College (NCC)

Students have access to information about NCC over the college's website. This is being used increasingly by potential students.

Iowa Central Community College (ICCC)

Communications

Iowa Central Community College has transformed its existing website into an interactive tool that can be used by students, prospective students, faculty, staff, local economic developers, and business and industry. Two students from Iowa Central's Multimedia Marketing helped lead the redesign process. Target date for completion of this process is September 2003.

The redesigned website is intended to make it very easy for students to enroll, register for classes on campus and on-line, learn about financial aid options, as well as a multitude of other services. The website is updated daily with news and information of importance to the markets we serve and now provides links to important related websites.

Iowa Central currently advertises 33 on-line, 19 guided self-study, 17 Iowa Communication Network (ICN), and 18 ICTN courses. Information provided at this website includes effective dates, directory of instructors, course descriptions, and registration information. ICN courses will be outlined also.

The website will also provide information regarding over 100 noncredit on-line courses available through Iowa Central in partnership with Education to Go.

Iowa Central has organized a one-stop-shop partnership with ten organizations in the community college district. The services provided by each partner are listed in the Iowa Workforce Development provider section in the workforce development pages.

Iowa Central is working on an "ICN Distance Learning" pilot program that was funded by a direct federal appropriation of \$296,000. It allows the college to test distance learning software in rural schools throughout the Iowa central region.

Iowa Valley Community College District (IVCCD)

The district has worked with the Iowa Association of Community College Trustees to accomplish the goal of implementing a one-stop website for Iowa community colleges. A technology committee was instituted at IVCCD to streamline academic technology decisions. In addition, live on-line registration and an on-line catalog have been improved on the district's website. The number of on-line courses available to students has been doubled to 24 courses, increasing students access to higher education.

IVCCD has also been a partner working with Iowa State University (ISU) to prepare students for the ISUComm portfolio requirements to be implemented for all ISU students achieving a four-year degree.

Hawkeye Community College (HCC)

The college moved toward integrating its services with the Internet through these activities, thereby facilitating future integration with a state one-stop system:

- Students grades were distributed via web beginning in the fall of 2002.
- The college offered web registration for credit classes.
- Planning began for on-line submission of grades by instructors, allowing distance learning faculty to submit student grades from anywhere in the world where Internet is available.
- Enhanced on-line "search" capabilities for courses/locations/times.
- As an Academic Quality Improvement Project (AQIP) initiative, the college improved the success of students with "Alternate Delivery" of instruction.

Eastern Iowa Community College District (EICCD)

Approach

EICCD maintains both Internet and Intranet sites to provide information to students, staff, and the public, including current course offerings and the district catalogue. To this date, EICCD has not been approached to cooperate in a one-stop statewide website system. EICCD's approach is to establish partnerships to address student and stakeholder electronic learning needs.

Current Activities

EICCD is a founding member of the Iowa Community College On-line Consortium that provides students anywhere the opportunity to obtain an AA Degree on-line. A common website provides the consortium's course offerings, support services, and administrative services for students, as well as a link to each college's home page. Student enrollment, retention, and course and overall satisfaction are indicators of the success of this partnership in serving the needs of Iowa learners. An EICCD AQIP Goal Team addresses Alternative Delivery and has created a dashboard of data, including comparative and trend data within the institution and consortium.

EICCD also participates in the On-line Iowa Distance Learning Catalog to provide a single source of information for on-line courses offered by Iowa colleges and universities. EICCD has traditionally had one of the largest enrollment in the state for telecourses.

Each semester, the EICCD Academic Quality Improvement Project (AQIP) Alternative Delivery Team administers a web-based satisfaction survey of all alternative delivery students with questions that parallel some of the Student Satisfaction Inventory Survey questions. These questions elicit student feedback on alternative delivery programs, delivery, and support services. Comparative data show all alternative delivery students to be as satisfied or more satisfied than traditional delivery students. Data is also segmented by alternative delivery method, which includes other Internet delivery (web-enhanced courses), WebCT delivery, correspondence, and telecourse delivery.

Kirkwood Community College (KCC)

Admissions: The communication and information system for college program applicants was revised this year to be web-based with personal responses to all applicants and their requests for information. The Kirkwood website also now includes a button entitled “Kirkwood Live” which is an instant messaging system to accommodate younger students who prefer this form of communication to either hard copy or e-mail messages.

The college recently completed a compact disc (CD) which carries all information of Business programs and automatically allows the user to link to the Kirkwood website. In this way, the needs and preferences of prospective students are being addressed through another form of communication.

In May, the college implemented the Eaglecard system that combines a picture identification with a library and activities card. The card also enables students and their parents to store credit which can be used at the bookstore, cafeteria, and vending areas. Additional uses are proposed for the card in the future as we determine future need.

All students will be given e-mail accounts through Kirkwood in the fall 2003 in order to expedite and simplify communications between departmental offices, faculty, and students.

Kirkwood’s Career Edge Academy programs provide competency certificates that validate student learning for each academy course. The certificates are designed for inclusion in the student’s portfolio and to share with employers.

Des Moines Area Community College (DMACC)

- A one-stop website is available through Iowa Community College Trustees (IACCT) at www.iacct.com. This site links all of the community college websites in Iowa.
- The community colleges have developed a website for One-Source-Training which connects all the community colleges in Iowa to serve common training needs across the state. www.onsourcetrainingiowa.org. Efforts have resulted in securing training agreements with Hy-Vee and AGI.
- DMACC participates in the Iowa Public Television (IPTV) distance learning catalog website, www.iowalearns.org, that provides a single source of information for on-line courses offered by Iowa colleges and universities.
- IowaCareer.net www.iowacareer.net is a starting point for a life-long learning system that connects many of Iowa's community colleges. A one-stop website can be developed where information on students can be kept, and we can later point them to life-long learning opportunities at the various community colleges in Iowa, based upon their interests and what they have already experienced.
- DMACC hosts the National Association for Development Education (NADA) website for their conference in 2004. This conference is titled Developmental Education: Gateway to Success and helps to exchange ideas about Developmental Education. www.nade2004.com. DMACC hosted the local website for this area. NADA is an organization for faculty, student services staff, and adult and continuing educators who are concerned with student development at Iowa's community colleges, independent colleges, and universities. The website for the organization is www.dmacc.org/instructors/smwickham/idea.htm.

Western Iowa Tech Community College (WITCC)

By 2003, students applied, enrolled, purchased books, and much more via the college website (www.witcc.com) in credit courses.

The college participated in writing the grant to fund the Iowa Community College On-Line Consortium (ICCOC). Students enrolled in on-line credit classes represented one of the fastest growing segments of the college's student populations.

In addition, through Ed2Go, any person in the college district who has Internet access may choose from over 200 noncredit offerings and complete those courses on-line.

Iowa Western Community College (IWCC)

- Improved access to computers by merging the open computer laboratory and the library, providing an information rich technological environment for enhanced student learning.
- Continued to upgrade the automation system and evaluate the electronic resources available for students, faculty, and staff.
- Maintained the library web page as a resource for all students, faculty, and staff affiliated with Iowa Western Community College.

Southwestern Community College (SWCC)

Website Links

Southwestern participates in a number of on-line one-stop sources for information on life-long learning opportunities. The Iowa Association of Community College Trustees (IACCT) website, at <http://www.iacct.com/>, provides efficient access to “the rich and varied program of credit and noncredit distance education opportunities” offered by the 15 Iowa community colleges.

Southwestern is a member of the Iowa Community College On-line Consortium (ICCOC), a group of seven community colleges organized to offer on-line courses entirely over the Internet. The ICCOC website at <http://www.iowaconline.org/> provides information on courses, direct access to One-Source curriculum information, and links to each member college.

One-Source Training

One-Source Training will work as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This will position Iowa’s community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact, representing all 15 Iowa community colleges, is at (866) 663-8724 or <http://www.onecoursetrainingiowa.com>.

Adult Education

General Education Development (GED) examiners and alternate examiners may access GED test scores for incompleters and completers by accessing a newly created website. This is a secure website and only those with assigned codes may access. This process has enhanced communication among community colleges and business and industry. For official transcripts, the tester must sign a release. All adult basic education federal reports are now recorded and sent electronically.

Indian Hills Community College (IHCC)

- Implemented course management software; trained faculty. Student lessons, quizzes, and exams are completed on-line, giving students unlimited accessibility to this medium of education.
- Implemented on-line course registration. Student registration, orientation, payment, and verification are all completed on-line.
- Since fall 1998, the Department of Customized Learning has provided noncredit on-line course offerings utilizing a third party provider. This arrangement has allowed Indian Hills Community College to expand into a new educational market.
- Course offerings include computer software applications, Internet and web-based programming, instruction and design, personal and professional enrichment, certification exam prep, writing courses, entrepreneurial/small business courses, and business administration and management courses.

- Web-based educational opportunities have also expanded to Indian Hills' Microcomputer Specialist program. The opportunity to complete assignments and correspond at the student's convenience has augmented the Microcomputer Specialist course offerings.
- Each of the Health Occupations programs has established a website to provide curriculum and application information. They are linked to appropriate websites, such as those of licensing agencies. In addition, each website posts job vacancies from health care facilities.

Southeastern Community College (SCC)

Established SCC website that includes the drawing boards and articulation information for the high schools in the region.

Iowa Community College On-Line Consortium (ICCOC)

Southeastern Community College (SCC) continues to play an integral role in the success of the Iowa Community College On-Line Consortium (ICCOC). SCC provides the leadership for the consortium and serves as the fiscal agent. Each individual college in the ICCOC, was accredited by the Higher Learning Commission to offer two-year associate degrees for the next ten years. This accreditation demonstrates the consortium's focus on academic rigor and quality student services support.

The electronic system for a one-stop website has been established for the seven colleges in the ICCOC and a website is available at www.iowacomunitycolleges.com. It lists the websites of each college. Students are able to apply and enroll at the individual colleges, or with the ICCOC if they are a part of it.

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative H:

Implement strategies to best respond to the needs of adults learning to speak and read English, with special attention to immediate language skills for the workplace.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative H: Implement strategies to best respond to the needs of adults learning to speak and read English, with special attention to immediate language skills for the workplace.

Department of Education Response

Adult Learners

- **Adult Basic Education (ABE)** - During program year 2002 (July 2001-June 30, 2002), Iowa's community college based adult literacy program served a total of 4,997 enrollees (25 percent of the total adult literacy enrollment) who were classified as English Literacy (formerly referenced as English as a Second Language) adult learners. The overall goal of the English Literacy program is to provide instruction "designed to help individuals of limited English proficiency achieve competence in the English Language." This mandate includes instruction in learning necessary language skills to successfully compete in the 21st century workforce. The Iowa Department of Education, in conjunction with the community college based adult literacy program, has initiated two English literacy initiatives to ensure that Strategic Goal # 1H is successfully achieved: 1) Iowa's English Literacy Pilot Project and 2) the implementation of the English Literacy/Civics Education program.
- **Iowa's English Literacy Project** - The Iowa Department of Education, in collaboration with the Comprehensive Adult Student Assessment System (CASAS) and Iowa's community colleges, initiated a three-year English Literacy Pilot project during program year 2001. The overall goal of the project is to research and identify promising instructional strategies and curriculum offerings designed to meet the unique learning needs of Iowa's adult immigrant target population. The project objectives are to: certify a state-level English Literacy CASAS trainer; identify appropriate assessment instruments to effectively measure and report skill level gains in the areas of speaking and listening as required by the National Reporting System (NRS); and identify appropriate instructional strategies and curriculum materials designed to meet the learning needs of Iowa's adult immigrant populations. The project is concluding the third year. To date, the project objectives are being achieved. There were four community colleges that served as the initial pilot sites. During project year three, an additional four pilot sites were added. The project will be implemented on a statewide basis during September 2003.

- English Literacy/Civics Education Program - During program year 2000, the Iowa Department of Education amended the adult basic education state plan in order to apply for and receive English Literacy/Civics Education (EL/Civics) program funds from the United States Department of Education: Division of Adult Education and Literacy (USDE: DAEL) for program years 2002-2004. The funding of the EL/Civics program is authorized under Section 1000(a)(4) of the Consolidated Appropriations Act (P.L. 106-114) which reserves federal funds for state grants under the Adult Education and Family Literacy Act (AEFLA) for "integrated English literacy services and civics education to immigrants and other limited English proficient populations." The purpose of this initiative is not simply to expand English Literacy services, but to provide an integrated program of services that incorporates English Literacy and civics education. To effectively participate in the education, work, and civic responsibility of this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, and workplace systems and key institutions, such as banking and health care. The Iowa Department of Education has successfully implemented the EL/Civics Education program through the existing community college-based adult literacy delivery system. The Department of Education issues an annual Adult Basic Education and Family Literacy Report to the State Board of Education.

Community College Responses

Northeast Iowa Community College (NICC)

- **English as a Second Language (ESL) Program** - NICC offers English as a Second Language (ESL) throughout the district.
- **General Education Development (GED)** - Almost 230 persons have completed their GED this year. There is an English component.
- **Command Spanish** - A Spanish language education program is offered to business and employees to facilitate better communication.

North Iowa Area Community College (NIACC)

- **Community Classes** - NIACC continues to provide on-going, tuition-free English literacy instructional classes in handicap accessible locations in seven towns in the north Iowa area. Several classes provided child care services free of charge to students. Continuous classes ensure life-long opportunity for English language skill improvement. Computer-aided instruction was added in fiscal year 2003 to provide instructional assistance in life skills English, as well as workplace-based vocabulary.
- **Curriculum Development** - The Citizenship component was enriched in fiscal year 2003 by the addition of new materials called, "*On Common Ground.*" Videotapes with critical questions provided opportunities for students to see American democracy in action and to develop a clearer understanding of the democratic process.

- **Life and Work Skill Development** - Along with Citizenship, adult basic education English literacy classes also develop and teach curriculum based on Comprehensive Adult Student Assessment System (CASAS)/Secretary's Commission on Achieving Necessary Skills (SCANS) competencies. These include workforce readiness skills and life skills. Examples are:
 - Understanding basic principles of getting a job.
 - Understanding wages, benefits, and concepts of employee organizations.
 - Understanding work-related safety standards and procedures.
 - Understanding basic principles of health maintenance.
 - Understanding aspects of society and culture.

Iowa Lakes Community College (ILCC)

Adult Education

- Developed a standard curriculum for literacy classes.
- Expanded English as a Second Language (ESL) programming to other communities.
- Partnered with the Estherville Community School District and the federal 21st Century Learning Community grant project to provide expanded ESL classes.
- Continued to provide ESL, Adult Basic Education (ABE), and General Education Development (GED) classes to Even Start families in partnership with Estherville Community Schools.
- Provided additional training for ESL teachers with the support of the federal Civics Education grant in classroom management techniques, especially strategies to respond to multi-ability level classrooms (students with English skills ranging from beginning to advanced).

Continuing Education

- Continue to offer "*Spanish Basics for Business*" courses.

Northwest Iowa Community College (NCC)

- **English as a Second Language (ESL)** - NCC offers classes for adults who want to learn to speak, write, and read English through the Adult Education Division. For these students, English may be their second, third, or fourth language. We commonly refer to the classes as ESL. These classes are available in many of the small communities served by NCC. Usually, six to eight communities will be sites for classes each year. In addition to the classes offered in the community, NCC is prepared to provide instruction in a business and/or industry in the area at their request. The college provided instruction in the manufacturing setting, meat processing industry, and local dairy farms. In each case, vocabulary for the industry or business is developed by the instructor with input from the employer. Curriculum is customized for that particular business by the instructor, who uses materials related to that business or directly from that business. Comprehensive Adult Student Assessment System (CASAS) pre and post-tests assess an individual's progress on an adult literacy scale. In June 2003 a part-time ESL coordinator was hired to coordinate instruction and the use of CASAS.

Iowa Central Community College (ICCC)

Partnerships

Adult Basic Education (ABE) is offered free of charge to residents in Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Sac, Webster and Wright counties. Over 1,250 adults were served by ABE this past year. Services included courses or one-on-one tutoring in literacy, English as a Second Language (ESL), return to learning, General Education Development (GED) test preparation, and United States Citizenship test preparation.

Command Spanish is an occupation specific course designed to provide employees the conversation skills to understand and communicate with non-English speaking customers and fellow employees. Curriculum designed for specific occupations include health workers, law enforcement, lenders, lawyers and real estate, education, public safety, social services, and government agencies.

Enrollment is open to anyone. Workshops and seminars are available at the college or on-site. Transcripts and entrance exams are not required. There are no residency requirements or application procedures. Continuing Education Units (CEUs) are available upon successful completion of the training.

Iowa Valley Community College District (IVCCD)

IVCCD has completely reorganized the English as a Second Language (ESL) program on the credit side, and has adopted a curriculum that provides greater knowledge of the English language for day-to-day living and to prepare students for college-level coursework taught in English. The district is coordinating the credit ESL program with the noncredit ESL program so adults who move from the IVCE program to the college level will be able to do so seamlessly.

Adult ESL classes have almost tripled in enrollment number this past year, largely due to a change in location. IVCCD has outgrown the new location and has entered a lease agreement for a downtown Marshalltown building that will become a Community Outreach Center. Most of the ESL classes will be moved there and the other location will be used as a backup site.

IVCE has also entered an agreement with the University of Northern Iowa to deliver workplace introduction workshops for the Hispanic population. The workshops cover information about general practices of the American workplace, such as timeliness, the significance of policy and procedure manuals, chain of command communications, and how to seek employment opportunities either as a new worker or as one seeking a promotion.

Hawkeye Community College (HCC)

- Provided English as a Second Language (ESL) classes on campus, as well as at its Metro center located in downtown Waterloo. In the last five years, over 3,500 Bosnians have arrived in Waterloo. Estimates are that over 50 percent of HCC English Literacy enrollees are refugees from the Bosnian area and 20 percent are other nationalities. A recent survey determined that HCC has served students who speak 31 different languages. According to the Bureau of Refugee Services data, 2,862 refugees have arrived in Black Hawk County since October 1996. Ethnicities include Bosnian, Kosovar, Liberian, Russian, Ukrainian, and Vietnamese.
- The college created a full-time position for an international student specialist in fall 2002.
- The college initiated planning for an expanded credit program.

Eastern Iowa Community College District (EICCD)

Approach

EICCD offers programs in English as a Second Language (ESL) and literacy training to meet students' special needs. Program performance is measured by enrollment in programs.

Current Activities

Ongoing programs are offered at all three campuses and additional delivery sites, such as Kahl Education Building, Columbus Junction, and community buildings. At Columbus Junction, ESL classes are offered at both morning and evening times to accommodate shift workers, with 70 students currently enrolled. In the past year, Muscatine Community College conducted General Education Development (GED) classes, as well as a class on interviewing tips and resume writing in Spanish for employed workers to improve their ability to retain and advance their employability. Basic computer classes in both English and Spanish have been provided at Columbus Junction. The new Iowan Program, funded by Iowa Workforce Development, offered programming with specific ESL to ready students for studies in Information Technology, Certified Nursing Assistant, and Home Health Aide. Approximately 800 students are served annually in ESL training district-wide.

Kirkwood Community College (KCC)

Kirkwood Continuing Education and Training Services continues to offer a wide variety of foreign language training, as well as offer courses in English as a Second Language (ESL) and Conversational Spanish and English to our seven county district. During fiscal year 2002, Kirkwood Continuing Education Department offered courses in Russian, French, German, and Spanish and trained over 250 individuals. Kirkwood Training Services offered courses in Conversational English, Spanish, and ESL during fiscal year 2002 and trained approximately 90 individuals. Kirkwood also added the ACT Center courses which are on-line courses for individuals to take and work at their own pace, the ACT Center offers English as a Second Language.

Kirkwood's adult basic education programs provide instruction in basic skills and English Literacy to over 2,500 students at over 30 sites throughout our service area.

Des Moines Area Community College (DMACC)

DMACC currently sponsors English Literacy (EL) services at 12 locations across the district, offering approximately 45 different classes each semester. Through cooperative agreements with local agencies, DMACC is able to co-sponsor ten additional classes each semester. Several more groups are able to provide English Literacy classes with the consultation support and use of the extensive EL resource library operated through the Adult Basic Education program at DMACC. Each year, approximately 2,000 students avail themselves of this critical resource through these combined efforts.

Instruction in DMACC's EL program is competency-based and includes speaking, listening, reading, and writing at literacy, beginning, intermediate, and advanced levels. Advanced levels of instruction prepare students for the transition into college level coursework. Placement in all classes is based on current language ability. The majority of students are at the beginning levels of EL instruction. Since economic stability is critical to new Iowans, the content of these classes is context driven, using real world work and life experiences (English language is introduced through survival skills and work place English). The Comprehensive Adult Student Assessment System (CASAS) is used throughout the program to provide both students and prospective employers with evidence of competency attainment through a skill assessment and certification system. EL students are assessed in listening, reading, and writing each semester. CASAS certificates in Math, Reading, and Writing are currently available.

The DMACC Success Center, located on the south side of Des Moines, provides for expanded workplace readiness services. Service specific to ESL youth at-risk, referred by the local school districts, is available. In addition to the usual EL classes, a bilingual vocational advisor is available to help students prepare for first jobs or transition into new jobs. Workshops are conducted on how to complete applications, inquire about jobs, write resumes, and interview techniques. Spanish GED classes and International GED preparation classes are available, as well as high school completion instruction.

DMACC Continuing Education and the Bureau of Refugee Services provided certification classes in Certified Nursing Aide (CAN), Conditioned Air, A+ Certification and Office Skills to under employed refugees in the Des Moines area.

DMACC assisted the city of Perry with delivery of CNA classes to Hispanic population.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College offers beginning English as a Second Language (ESL) for noncredit and intensive ESL for college credit. The Corporate College's Hispanic coordinator is integrated into the Spanish-speaking community and promotes the college's programs. The Corporate College also offers vocational training in Spanish.

Iowa Western Community College (IWCC)

- Increased Heartland English Language program enrollment by 25 percent during fiscal year 2003.
- Identified and developed solutions to workforce development needs of Region 13 job seekers.
- The Workforce Center has employed a bilingual associate, implemented customer satisfaction as a performance measure, and developed and distributed the Southwest IowaWorks brochure which describes services for employees.

Southwestern Community College (SWCC)

Adult Basic Education (ABE)

Adult Basic Education (ABE) classes are located in each of the eight counties Southwestern serves. ABE is defined as improving or enhancing basic skills in the areas of reading, writing, math, life, and social skills. Students are awarded certificates as they complete learning levels as determined by CASAS pre-post test scores.

General Education Development (GED)

GED is a testing program enabling an adult who did not complete high school to take a series of five tests to demonstrate General Educational Development (GED) and receive the Iowa High School Equivalency Diploma. Students that obtain at least an Adult Secondary Low skill level on a CASAS assessment are enrolled into the GED program and begin studies for the GED.

English Literacy and English Literacy/Civics

The English Literacy population Southwestern Community College currently serves is primarily immigrants working in industry or hog confinement operations. Our English Literacy population is predominantly Hispanic. It also serves Bosnian, Korean, Russian, and Chinese.

Southwestern Community College offers three Adult English Literacy classes. The classes are held at each of Southwestern's campus sites; Creston, Osceola, and Red Oak. The services Southwestern provide range from general life skills, basic skill needs, workplace skills to referral of English Language (EL) students to General Education Development (GED) classes. The curriculum used by the three sites is unique to the site in respect to each of the target audiences and their needs. The instructors use Side by Side, Laubach Way to English, and Oxford Picture Dictionary as resource materials. Southwestern will serve the English Literacy population by offering Citizenship classes when there is an interest.

Comprehensive Adult Student Assessment System (CASAS) pre and post-testing procedures are given to determine EL enrollee learning gains. The procedure includes a competency-based approach to assessment. Certificates are awarded to those who show learning gains based on the CASAS pre and post test scores.

The three EL programs allow the EL population to learn English in a variety of ways and through various means. The programs allow the students to network with the community and experience other resources available to them.

Indian Hills Community College (IHCC)

- Adult Basic Education (ABE) provides noncredit English as a Second Language (ESL) programs and citizenship classes.
- Developmental Education provides credit ESL programs.
- Command Spanish.
- ESL programs are developed for business/industry that are tailored to meet their specific workplace needs.
- ESL classes are located on-site at John Deere and Excel, as well as smaller companies throughout the ten counties.
- Career workshops are offered to ESL students.
- Multi-cultural story hour programs are offered to ESL students and their families.
- IHCC provides ABE/GED/ESL classes on-site at Ottumwa elementary schools for parents of Hispanic students, while the students are engaged in after school activities.

Southeastern Community College (SCC)

The Center for Business and Industry Services (CBIS) offers English as a Second Language (ESL) instruction, literacy training, Spanish for specific industries, and supervising Spanish speaking individuals to area industries on a contract basis.

For the first time, CBIS is offering Basic Computer training in Spanish. The ESL instructor was upgraded to full-time status.

Goal #1:

Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative I:

Strengthen the relationship between Iowa's system of community colleges and four-year institutions to address the projected shortage of teachers and administrators and the need for professional development on learning, teaching, technology, and leadership.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

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Department of Education Response

Teacher Shortage and Professional Development

- Articulated Teacher Prep Programs - Community colleges are providing articulated teacher training programs with the regent institutions. These articulated courses increase the number of students completing a four-year teacher prep program. The community college articulated teacher prep programs appear to increase the number of minority teachers going into the four-year program. The increasing role of community colleges in teacher preparation was the subject of a panel presentation, coordinated and moderated by the Department of Education at the annual joint meeting of the Iowa State Board of Education and the Iowa Community College Trustees in March 2003.
- Teacher Shortage - Retention of new instructors is one factor that contributes to teacher shortages. The Iowa Department of Education has partnered with Iowa State University to provide professional development opportunities specific to the needs of new agriculture instructors.

A business program management committee subcommittee is also developing a mentoring program to assist new business teachers. The Iowa Department of Education has also partnered with University of Northern Iowa to provide professional development opportunities specific to the needs of new business instructors.

- Professional Development - Professional development of community college instructors has been expanded to include professional development plans at each college due to legislation that eliminated community college licensure through the Board of Educational Examiners. Several colleges are exploring consortium efforts to supply quality professional development to their faculty. In October 2002, the Department of Education sponsored a statewide conference for community colleges to examine models of institutional faculty development plans and for Iowa's community colleges to share their plans and amend activities for the purposes of exploring consortium agreements.

In November 2002, community college Tech Prep coordinators and other community college representatives teamed with area education agency (AEA) consultants in all 15 regions to participate in the Department of Education sponsored MAVCC Interactive Safety Training Train-the-Trainer workshop held in Ames. The purpose of the workshop was to train participants on the use of the safety CD ROMs so that they would conduct similar workshops in their respective areas. Each community college and AEA received sets of the safety CD ROMs to use in the classroom.

Professional development for teachers in industrial technology was targeted through the Iowa Industrial Technology Staff Development Initiative, a new professional development model. The model is a product of continued discussion with the Iowa Department of Education and the University of Northern Iowa. A network was initiated to identify specific staff development activities for industrial technology instructors on a continuously updated website. Community colleges will have the opportunity to share the professional development activities that they or specific manufacturers are utilizing.

ICCOR staff provides resources and presentations to teacher and counselor education classes at University of Northern Iowa, University of Iowa, Iowa State University, and Drake University. Community college staffs are students in these courses. The focus of these presentations is on career development/information resources including Iowa Choices, Association of Computer-based Systems for Career Information, state and national labor market information, and curriculum resources. Presentations link the resources to the comprehensive career development guidelines and the Iowa Comprehensive Counseling and Guidance Program Development Guide.

Bureau of Community Colleges and Career and Technical Education staff coordinated the delivery of workshops across the state in the following areas: Web Design, Word, Access, Excel, PowerPoint, and Personal Data Assistants. Instructors were given the opportunity to take certification examinations in the Microsoft Office Systems Certification during the workshops. Financial Literacy workshops were provided in most areas of the state, providing instructors with the curriculum materials for the classroom.

Approximately 30 nursing and health occupations educators, coordinators, and administrators participated in a conference that provided information regarding the Health Occupations Career Cluster Model. The purpose of the conference, hosted by the Iowa Department of Education staff, was to provide information to faculty to enhance the ability of students to meet academic and industry recognized skill standards through integration of career, technical, and academic teaching and learning. The participants also received information on critical aspects of creating partnerships.

Community College Faculty Development Plans and Minimum Faculty Standards – House File 2394 eliminated the community college licensure by the Board of Educational Examiners. The Department of Education wrote two sets of administrative rules, both approved by the State Board of Education regarding:

- 1) Quality faculty development plans, and
- 2) Minimum community college faculty standards.

The Department of Education staff serve on the coordinating committee for the Regents' Academy for Math and Science (RAMS) which is exploring means to collaborate and strengthen the preparation of math and science teachers in Iowa. A conference was co-sponsored by Iowa State University, RAMS, and the Department of Education in Spring 2003.

System-Wide Responses **Contributed by** **Community College Liaison Groups**

IACC Human Resources Directors Group

The human resources directors from the 15 Iowa community colleges and the Iowa Department of Education human resources group representative regularly meet and discuss common issues affecting the community colleges and their employees. During fiscal year 2003, the group addressed the Quality Faculty Plan legislation (formerly faculty licensure), the Health Insurance Portability and Accountability Act (HIPAA), other federal and state legislation, salary negotiations, health and other insurance plans, retirement plans, and other employee benefits.

Student Services Administration

- Chief Student Service Administrators encourage support of the monthly telenet conferences between community college academic advisors and four-year college liaisons regarding articulation issues and community college transfer.
- Chief Student Service Administrators recommend continued representation on the Liaison Advisory Committee on Transfer Students (LACTS) to examine and evaluate articulation agreements with regent universities.

Goal #2:

Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative A:

Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and with four-year institutions.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative A: Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and with four-year institutions.

Department of Education Response

Funding

- **Carl D. Perkins Act/Tech Prep** - The Iowa Department of Education administers the Carl D. Perkins Act, including Tech Prep funding. Technical assistance is provided to community college staff and Tech Prep coordinators to develop plans to improve and support activities for their programs. Perkins/Tech Prep funding has supported new and existing programs and has allowed the purchase of equipment to assist in keeping programs updated to industry standards.
- The Department of Education serves as the administrator and fiscal entity responsible for the federal Carl D. Perkins Act and the Adult Education and Literacy Act. The Department of Education monitors legislative efforts regarding community college reauthorizations of these funding sources and provides regular updates to the community colleges.

Community College Responses

Northeast Iowa Community College (NICC)

- **CISCO** - NICC is the regional academy for ten CISCO academies in northeast Iowa high schools. These have proven very popular with high school students and provide valuable job skills.
- **Dairy Agreement with Northwest Iowa Community College (NCC)** - In response to the developing dairy industry in northwest Iowa, NICC and NCC have formed an Intrastate Compact. NCC students can take most of the NICC dairy science program from NCC. General education classes are taken at NCC, agriculture courses are taught by NICC over the Iowa Communications Network (ICN), and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.
- **Tech Prep Area Education Agency (AEA) Partnership** - NICC and the Keystone AEA work together to deliver Tech Prep program activities throughout this area.
- **John Deere** - NICC has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.

- **ACE Program Participants (Nine Hospitals)** - NICC has completed a state-of-the-art health laboratory addition to Max Clark Hall at the Calmar campus. The addition includes a 12 bed laboratory with two intensive care unit beds in a simulated hospital setting, ceiling-mounted cameras enabling students to videotape themselves as they perform nursing procedures, a 45 student capacity classroom, a media room, and a student work center. The program expansion was made possible through a partnership supported by a consortium of nine hospitals in northeast Iowa.
- **Respiratory Program Advisory Groups** - Several medical facilities pledged financial support to maintain the Respiratory program at the Peosta campus.
- **Cresco Center Commitment from Howard-Winneshiek School District & Featherlite** - NICC has opened a new center in Cresco which was made possible because the Howard-Winneshiek School District passed an income tax surcharge. It raised approximately \$1.5 million and Featherlite donated \$50,000 toward equipment costs.

North Iowa Area Community College (NIACC)

- **Consortium Resources** - Since the early 1990s, NIACC, Northern Trails Area Education Agency, and all 24 Area II high schools have pooled their Perkins grant and Tech Prep grant resources into a consortium. The Career Readiness Council (CRC) establishes policy and provides direction and oversight for these grants.
- **Consortium Goals** - Under the direction of the CRC, the consortium has progressed on five key goals. They are:
 - 1) develop shared programs,
 - 2) develop a comprehensive career guidance system,
 - 3) continue support for applied academic course work,
 - 4) meet increased needs associated with diversity, and
 - 5) foster business, industry, and professional connections for our students, teachers, and employers.
- **Tech Prep Growth** - Through the consortium, Tech Prep at NIACC has grown from one school partnership in 1993, to 16 high school partnerships in 2003. The number of signed articulation agreements has increased from nine agreements at one school, to 247 agreements at 24 high schools. From three career programs in 1993, Tech Prep has grown to 19 programs in business, health, and industrial career fields. A key goal has been to develop high-skilled workers to meet the demands of Iowa's changing economy.
- **Shared Resources** - Several of these Tech Prep programs have been duplicated at partnering high schools, with the addition of five Tech Prep Academies to provide easier access for students. These academies illustrate how combining high school resources, NIACC resources, area education agency resources, business/industry resources, and State of Iowa resources (via weighted state funding for shared programs) provides expanded opportunities for high school students. At these academies, students complete up to one full year of college during their senior year.

- **Academy Locations** - The Tech Prep Academies and their locations are as follows: Information Technology Academy at Mason City and Garner-Hayfield High Schools; Health Care Career Academy at West Hancock High School and Hancock County Memorial Hospital; Automotive Service Technology Academy at Clear Lake High School; and Tool and Die Academy at the Murphy Manufacturing Technology Center located on the NIACC main campus in Mason City.
- **Articulation** - In each of these Tech Prep Academy programs, articulation agreements exist with four-year institutions to ensure a seamless transition for students who wish to earn a baccalaureate degree.
- **Career Exploration** - Pooled resources have supported a wide variety of career exploration events for students and parents. Examples are Explore 2003, Wired Differently Day, Diva Tech, Avid Tech, Bring a Girl to Class Day, and Try a Technology Day (for nontraditional career exploration), as well as career academies for industrial, agricultural, entrepreneurial, business, and health care careers.
- **Professional Development** - Consortium dollars support professional development activities, such as career and technical teacher network meetings, workshops, and conferences. Additional activities supported by consortium dollars are the Counselor Academy, equity workshops, and business/industry internships for educators.

Iowa Lakes Community College (ILCC)

College-wide Measures

- Expanded regional high school academy offerings to additional area high school students.
- Developed resources to equip and update technology in technical program laboratories.
- Continued to expand shared programs, dual credit offerings, and college prep courses.
- Provided area residents with access to baccalaureate and master degree completion programs through partnerships with other colleges and universities.

Finance Office

- Evaluated fiscal opportunities to further advance the vision, core values, mission, and strategic goals of ILCC.

Foundations

- Explored additional business support of program special needs to provide necessary technology and equipment for training students to successfully transition from education to workforce.
- Assisted program coordinators with development of business and industry financial support.

Planning and Development Office

- Provided college-wide leadership and technical support for grants development and management to enhance and expand activities, which advance the vision, core values, mission, and strategic goals of ILCC.

Technology and Equipment Committee

- Acquired and distributed technology and equipment throughout the college to serve students and community more effectively.

Northwest Iowa Community College (NCC)

- **Accelerated Career Education (ACE)** - ACE funding is allocated this year to address facility needs that are occurring as a result of expanding opportunities in the health care area.
- **Support from Area Hospitals** - As NCC added the Associate Degree Nursing (ADN) program to its curricular offerings; local hospitals have come forward to provide both scholarships and clinical support.
- **CISCO** - A Title III funded program was expanded to include CISCO training. The college began its first cooperative effort with a local high school to bring training to the high school.
- **Title III** - NCC is using Title III funding to develop an alternative extended Licensed Practical Nursing (LPN) program which begins in fall 2003.

Iowa Central Community College (ICCC)

Financial Resources

The following grant initiatives were applied for and received by Iowa Central for 2002-2003:

Retention of Nursing Students – applied – received \$15,000

During the past semester, the college provided 20 scholarships for nursing students needing extra tutoring to provide childcare expenses. It also provides for nursing tutors' salaries and for the delivery of seminars over critical concepts in the nursing curriculum. All centers made tutoring available.

Wisconsin Cyber grant for staff development in business – applied- received \$2,500

Funding for the business department to add international components to business classes. It allowed a staff person to attend the NASBITE Conference in San Antonio and will provide a consultant for a department workshop.

Recruitment and Retention of students in nontraditional programs (planning grant) – applied – received \$1,000

This funding has been used to plan ways to recruit and retain women into the applied technologies programs. An advisory program of business/industry individuals, faculty, and students met three times to formulate a plan of action. A workshop was presented on "A Road Less Traveled" to the Industrial Technology Department and recruiting was initiated in the high schools.

ICN Pilot Proposal – money earmarked and awarded – (proposal- submitted - \$300,000) This funding is to be used for a pilot project to look at ways to expand the delivery possibilities of the Iowa Communications Network (ICN) system and, at the same time, attempt to make it more cost effective. Ezenia is the software to be used. In the past, it has been used very effectively by the military.

Recruitment and Retention of students in nontraditional programs (implementation – applied – received - \$10,000) The plan of action developed through the planning grant was accepted. This grant will provide for a part-time recruiter in the Applied Technologies, a part-time marketing coordinator, and funds for marketing materials.

Iowa Central Community College President, Cabinet, and Board of Directors have placed a priority of positioning the college as a leader in impacting public policy at the state and federal level. They have created two new positions to help maximize direct federal appropriations for the college, as well as accessing the variety of state, federal and private grants available for very worthwhile college programs.

Specifically, the college has strong relationships with the Iowa House and Senate leadership, as well as local legislators to help foster legislation that is beneficial not only to Iowa Central, but the entire Iowa community college system.

In addition, the college has nurtured relationships with our United States congressional delegation and has participated in federal lobbying initiatives that will help bring direct federal appropriations to the college, as well as maximize ICCC influence on the reauthorization of the Higher Education Act, Perkins funding, and the Workforce Investment Act. Specifically, our management team has leveraged our relationship with Congressman Tom Latham and Congressman John Boehner. Mr. Latham is a member of the House appropriations committee and the Appropriations subcommittee on Homeland Security. Mr. Boehner is Chairman of the United States House Committee on Education and Workforce. Both play key roles in future education and homeland security funding.

It is the goal of the college president, the Cabinet, and Board of Directors to move forward to expand on the direct federal appropriation of \$500,000 the college received to create an "Iowa Central Community College Homeland Security Training and Command Center." It is the intent of the college to build upon its existing law enforcement, emergency management, and fire safety programs to become a model for bringing cost effective Homeland Security training to the first responders in the field.

Iowa Valley Community College District (IVCCD)

The district has hired a grant writer and has applied for Accelerated Career Education (ACE), Perkins, 260A-Technology Improvement funds, and Title III funds, all of which have the capability to enhance career and technology based programs. The hiring of the grant writer will expand opportunities for developing and maintaining industry standard programs. Grant funded equipment in Computer Networking, Equine Science, Agricultural Science, Office Careers, and Broadcast Technology has enabled IVCCD to upgrade these career programs to the industry standard. Financial support through the withholding diversion and company-match portions of the ACE partnerships has provided funding sources for the Industrial Maintenance Technology program to purchase upgraded equipment to meet industry standards. K-12 students participating in the Industrial Maintenance Career Academy have applied theory to practice on this upgraded equipment.

Hawkeye Community College (HCC)

- Continued utilizing ACE and Perkins funding to develop partnerships in the CISCO computer training area with local school districts; i.e. faculty training, support for equipment sharing, and equipping of the college's new information technology related program areas.
- Continued Tech Prep offerings in Exploring Manufacturing Careers Consortium.
- Initiated Tech Prep offerings in Exploring Health Careers Consortium.
- The college received an ACE grant of \$193,000 to remodel and expand the college's health careers facilities. This will allow the college to absorb the additional students who will be enrolling as a result of the Exploring Health Career Consortium and it will allow the college to expand the number health careers offered.
- Funding was received from SME Foundation in the amount of \$125,000 for curriculum development, equipment, and further development of the EMC2 program.
- Received an implementation grant from the Iowa Department of Education in the amount of \$10,000 to recruit and retain students into nontraditional programs. The targeted HCC technical programs are Dental Assisting, Medical Lab Technology, Optometric/Ophthalmic Assistant, Architectural and Construction Technology, and Civil and Construction Engineering Technology.
- Funding received from EPA for Brownfields Job Training Pilot Program (Two-year grant) to provide training with the major components of the curriculum being Hazardous Waste Site Worker Protection and Emergency Response. Students that complete the Intro to Environmental Technology and Ecosystem Restoration and Innovative Techniques classes can earn seven college credits toward an Environmental Technology Degree at HCC and can continue on to a four-year college.
- HCC has a new subcontract with University of Northern Iowa (UNI) under the United States Department of Labor grant for "Integrating Immigrants and Refugees into the Workforce" in the amount of \$10,000. The purpose of the grant is to facilitate eight training sessions (four hours in length) in HCC service areas and focus on the accommodation of new immigrants and refugees within the workplace.
- Funding was received from the Iowa Department of Education in the amount of \$90,335 for the Regional Tech Prep Area VII Careers Consortium.

Eastern Iowa Community College District (EICCD)

Approach

The EICCD aggressively seeks funding from state, federal and private sources to develop and purchase equipment, and to implement career and technology-based programs that are articulated with secondary schools and four-year institutions. EICCD monitors its dollars raised through grants and other funding sources as a performance measure in this area.

Current Activities

State funded programs underway this past year included 1) the Accelerated Career Education (ACE) program for the Muscatine Manufacturing Technology Center to house computer labs, electronics lab, mechanical labs and classrooms, and a CAD/CAM lab and a fluid power lab; 2) the Apprenticeship program to provide apprenticeship related instruction in ABC, Plumbers and Pipefitters, Sheetmetal, Millwright, and Culinary Arts; 3) Career Link; 4) the Innovative Skills Development program to develop an innovative training model for assemblers of heavy steel at John Deere Davenport Works; and the 5) Targeted Industries Training to provide printing training to employees of Image Media Group.

Federally funded programs underway this past year included: 1) the Brownfield's Initiative, a project to provide information, technical assistance, and training to help local residents in Brownfield communities benefit from environmental employment opportunities; 2) The Advance Technology Environmental Education Center (ATEEC) Electronic Library, created to serve community college environmental technology students, instructors, and workers; 3) The ATEEC/MIT Partnership project to provide community college and high school access to knowledge of emerging environmental technologies and of on-going environmental research; 4) ATEEC work with the National Science Foundation to create a network of community college environmental programs linked with high schools to inform and prepare students for entry into two-year Hazardous Materials Training programs; 5) the ATEEL: Connected by a River project with Davenport Library to demonstrate an innovative national model to form a broad-based community collaboration, funded by the Institute of Museum and Library Services; and 6) the completion of a Title III grant to strengthen the institution's programs, including creating virtual labs and technology enhanced education.

Kirkwood Community College (KCC)

Eight years ago, Kirkwood successfully passed our six cent instructional equipment property tax levy. The levy proceeds have been an essential resource in updating the colleges high tech instructional equipment needs. The college will be asking the voters to renew the levy in September 2003. Over the ten-year period beginning in 2006, the impact to the college for instructional equipment will be over \$9.7 million.

The college has fully utilized its allocation of Accelerated Career Education (ACE) funding (program and infrastructure) to support new and expanding programs in information technology, nursing, surgical technology, automotive, diesel, manufacturing, telecommunication, plumbing and HVAC. These programs are all in support of high skill, high wage career fields.

The college received a \$750,000 Department of Labor H1B grant to develop and implement a new Management Information Systems Career Edge Academy in partnership with our area high schools.

The college received a \$2,000,000 congressional appropriation from the Bureau of Justice Administration, United States Department of Justice, to help establish a new Community Training and Response Center and to develop and deliver emergency response training in Eastern Iowa.

Kirkwood has an active state and federal legislative relations program and grants office in support of the colleges need to expand funding assistance.

Des Moines Area Community College (DMACC)

DMACC has acquired additional funds to support career and technology programs through the following:

- The college has applied for, and used, all available Accelerated Career Education (ACE) funds (program and infrastructure) to support new or expanding programs in information technology, health, manufacturing, civil engineering tech, automotive, diesel, and land surveying. Each of these programs prepares workers for high growth/high wage industries.
- The college has received two major DOL federal appropriations for the support of articulated (high school and senior institution) manufacturing programs at Newton and Carroll in the amount of \$1.5 million.
- DMACC used all of the state technology funds for vocational programs to support the hardware and software required to keep the programs current.
- The college uses Tech Prep funds to provide 2+2 programs with high schools that focus on training in high demand occupations.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College is one of the ten partners in the Midwest Center for Information Technology (MCIT) supported by a National Science Foundation (NSF) grant. The goal of the center is to increase the size of the information technology workforce in the Midwest region by:

- sharing resources among the participating community colleges,
- creating new program offerings,
- providing faculty development opportunities, and
- expanding articulation agreements that will provide more options for students at all levels.

The President of Western Iowa Tech defended Perkins funding to legislators during the Washington Chamber Conference, sponsored by the Siouxland Chamber of Commerce. Perkins funds and Title III grants are used to purchase cutting-edge equipment and upgrade instructional staff. Faculty successfully applied for grants to purchase software to support their technical programs.

Iowa Western Community College (IWCC)

- Established a co-sponsorship with pharmaceutical companies to help fund the Continuing Education program for pharmacists.
- Generated revenue to be put back into CBTV-17 from the sale of sponsorships of produced show airing in CBTV-17.
- In a cooperative effort with the City of Council Bluffs, the Council Bluffs Airport Authority, the Iowa West Foundation, and the State of Iowa (ACE-PIAP), Iowa Western Community College obtained funding and completed construction of a \$4 million aviation maintenance training facility. The new facility will house classes in fall 2003 and train students for careers in aviation maintenance.

Southwestern Community College (SWCC)

Accelerated Career Education (ACE)

Funds available through the ACE legislation have assisted with the expansion or development of new programs including: Nursing, Professional Ag Applicator, Business Systems Networking, and Manufacturing Technology. ACE funding has allowed Southwestern to work with private business and industries in a new and innovative manner by providing an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Red Oak Technology Center

Through partnerships with the Red Oak Industrial Foundation, Red Oak Community School District, Bellevue University, Buena Vista University, and Southwestern Community College, a one-stop educational center is available to all Red Oak area students. A variety of secondary, community college, and baccalaureate programs will be offered in one building. Funding sources included Red Oak Public Schools bond levy, private donors, local industrial foundation, local hospital, the college, and ACE.

Structural Drafting Technology

The Southwestern Community College Structural Drafting Technology program has received \$250,000 worth of donated steel detailing software and \$1,200 to cover student expenses related to travel costs associated with on-site visits to companies.

Major Gifts Campaign

Southwestern Community College conducted a feasibility study to determine potential support for a major gifts campaign. One of the major challenges cited from the results of the study was locating additional sources of funding to maintain the college's current level of excellence in academic and career education program offerings. Two of the fundraising campaign's initiatives identified as critical needs of the institution were endowments for student scholarships and instructional technology. Since the study was completed, the college has launched an aggressive campaign designed to address these identified needs.

Indian Hills Community College (IHCC)

- Indian Hills Community College applied for, and received, an ACE grant in April 2003. These monies will be used to provide space for the health occupations programs, including the high school health occupations program, nursing programs, and early childhood program. The Iowa Board of Nursing approves the nursing programs for articulation with all of the Bachelor of Science in Nursing (BSN) programs in Iowa. The Early Childhood Associate Degree program currently has articulation agreements with Iowa State University and Buena Vista University.
- A National Science Foundation grant and additional appropriations funded the biotechnology center and program.

Southeastern Community College (SCC)

The following six articulation agreements were signed for on-line programs at Upper Iowa University:

- AA Degree to BS/Business
- AA Degree to BS/Accounting
- AS Degree/Accounting Career Option to BS/Accounting
- AS Degree/Business Administration Option to BS/Business
- AS Degree/Criminal Justice to BS/Criminal Justice
- AAS Degree to BS/Accounting

Finalized agreement with Northwest Missouri State University regarding articulation of AA degree to BS degree in Management.

See Southeastern Community College's response to Goal 1, Initiative B for additional activities undertaken in response to this initiative.

Goal #2:

Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative B:

Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative B: Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses.

Department of Education Response

Entrepreneurship

- Entrepreneurship Record Keeping System - The Iowa Department of Education is partnering with the Iowa Agricultural Development Authority to develop a computerized entrepreneurship record keeping system for secondary agriculture students. The goal is to increase the exposure of secondary students to entrepreneurship opportunities in Iowa's community colleges.
- Statewide Entrepreneurial Program Management Committee - A statewide entrepreneurial program management committee has been formed to guide the delivery and curriculum of entrepreneurial education. This committee's purpose is to provide opportunities for teachers to experience entrepreneurship projects. Committee members include representation from the Pappajohn Center, several businesses, community college instructors, and an Iowa Department of Education consultant. The Iowa Department of Education is also partnering with the John Pappajohn Center in Iowa City to create an Entrepreneurship Education Forum for Iowa teachers.
- Entrepreneurship Industry Standards - Iowa Department of Education staff is working with MarkED and the Consortium for Entrepreneurship Education nationally to implement industry standards and performance indicators for entrepreneurship education. Iowa is a member of the MarkED consortium of 41 states formed to develop and disseminate research-based curriculum and provide professional development activities for the areas of marketing, business, and entrepreneurship. The Consortium for Entrepreneurship Education is an organization for the purpose of infusing entrepreneurship into programs at all levels of education—K-12, community colleges, four-year colleges, and adult education.
- Iowa Choices - Iowa Choices (site-based and Internet versions) have incorporated information from the Consortium for Entrepreneurship Education into the Iowa Resources component of the system.

Community College Responses

Northeast Iowa Community College (NICC)

- **Students In Free Enterprise (SIFE)** - A faculty member who has been designated as a Sam Walton Fellow, advises and coordinates a student entrepreneurial group.
- **New Associate of Applied Science (AAS) Degree in Cosmetology** - The new cosmetology AAS degree prepares graduates to work in a full service salon and/or allows them to work towards salon ownership and professional management.
- **Enology/ Viticulture** - NICC, as a member of the Viticulture and Enology Science and Technology Alliance (VESTA), is a subrecipient of a significant grant from the National Science Foundation (NSF) for a renewable three-year grant in the amount of \$756,343. Grape growing and winemaking is a developing industry in northeast Iowa and other areas. The grant was entrusted to Southwest Missouri State University (SMSU) to form the partnership with NICC, SMSU-West Plains, SMSU-Mountain Grove, and Shawnee Community College to offer self-sustaining educational programs to prepare undergraduates to meet the projected needs for skilled wine industry workers.
- **Continuing Education** - Continuing education coordinators specialize in the development of programs, from computer to specialized skills in response to business needs.
- **Town Clock Center for Professional Development** - NICC is developing a professional development center in Dubuque to better serve the education and training needs for the area workforce.

North Iowa Area Community College (NIACC)

Entrepreneurship Education Program Development

- **Associate of Science (A.S.)–Business/Entrepreneurship** - The NIACC John Pappajohn and Business Entrepreneurial Center is establishing an AS Business/Entrepreneurship degree. The degree program will provide students with an understanding of many facets of entrepreneurship. Students will learn the process of identifying a business opportunity and developing an organization to establish a new venture. The curriculum will provide students with the proper tools to evaluate the feasibility of a new venture and to identify the available resources for assisting an entrepreneur during the startup phase of the business. Once a new venture has been launched, a new divergent set of challenges faces the entrepreneur. The student will learn strategic planning, financial management, marketing, human resources management, and operation. Students will also receive instruction on managerial functions associated with owning a small business. To meet the degree requirements, students will complete a 60 credit hour program.

- **The John Pappajohn Entrepreneurial Certificate Program** - The John Pappajohn Entrepreneurial Certificate program is designed for the aspiring student entrepreneur and is for any student that would like to own and operate a business. Students will be able to explore a new business idea, conduct market research, prepare marketing and financial plans, and learn basic skills on how to own, operate, and manage the business. To meet the certificate requirements, students will complete an 18-hour certificate program.
- **NIACC Pappajohn Entrepreneurial Scholarships** - John and Mary Pappajohn have provided funding to allow students to pursue entrepreneurial education through a NIACC Foundation scholarship. Students enrolling in the A.S.B.–Entrepreneurship program may apply to receive \$2,000 for the four semester program. Students enrolling fulltime in the John Pappajohn Entrepreneurial Certificate program may receive a \$1,000 scholarship and, if enrolled parttime, may receive a \$500 scholarship. Students wishing to enroll in one of the entrepreneurial courses may apply to receive a \$500 scholarship for each entrepreneurial class they enroll in and successfully complete.
- **Pappajohn Student New Venture Competition** - John Pappajohn and Equity Dynamics, Inc. sponsored a statewide business plan competition for students across Iowa. Winners received a \$5,000 cash award to start the business. Business plans are submitted to one of the five John Pappajohn Entrepreneurial Centers and each center chooses their three best business plans to compete on a statewide basis. Every collegiate student enrolled in an Iowa school is eligible to participate. The regional winners then have the opportunity to share their plans with John Pappajohn. Mr. Pappajohn and his staff then choose the three winning business plans.
- **Noncredit Courses** - NIACC developed and delivered a wide range of workshops, seminars, and presentations to teach basic entrepreneurial skills and to encourage entrepreneurial activity. Noncredit programs were aimed at adult audiences, as well as at youth as young as third grade. Programs offered in the past year include: FastTrac New Venture, Developing Your Child Care Business, New Business Cash Flow Workshop, Young Entrepreneur Inventor Workshop, Youth Entrepreneurial Camp, and a Business Plan Writing Contest.

Access to Capital: North Iowa Business Angel Network

- **The Wellmark Venture Capital Fund** - This fund will allow the NIACC John Pappajohn Business and Entrepreneurial Center to assist approximately 30 entrepreneurs in starting their new business venture. Business ventures will be sought that will impact their respective communities with well paying jobs. These ventures may also add value to the communities from a quality-of-life perspective. The Wellmark Venture Capital Fund will extend an opportunity for capital to entrepreneurs with outstanding ideas and the entrepreneurial drive to start and grow a business.

- **North Iowa Venture Capital Fund, LLC** - The overall purpose of this fund is to stimulate venture capital investments and to improve the quality and quantity of private investor activity in the north Iowa area. The NIACC John Pappajohn Business and Entrepreneurial Center (JPEC) is currently assisting with the solicitation of funding from private individuals, banks, and corporations to create a Private Equity Venture Capital Fund comprised of 25-40 angel investors. The fund will be capitalized at \$1.5 million dollars and the JPEC will provide administrative support for the management of the fund. The North Iowa Venture Capital Fund (NIVCF) will look for equity opportunities primarily within the 11 county area of north central Iowa. The JPEC has provided all legal and startup fees with assistance from the Iowa Department of Economic Development. The NIVCF will be implemented by fall 2003 and will be ready to begin investing into equity ventures.

Statewide Entrepreneurship Education

- **Iowa Entrepreneurial Consortium** - NIACC continued to lead a collaborative effort with Iowa's community colleges and the University of Iowa to offer entrepreneurship education across the state through an effort known as the Iowa Entrepreneurial Consortium (IEC). The IEC offers FastTrac training in each Iowa community college district. FastTrac is a program that teaches aspiring and current entrepreneurs the skills necessary to start and grow a new business. In the past year, nearly 500 individuals from all four corners of the state received training. Surveys indicate nearly 45 percent of those people will start some type of business in Iowa within one year.

Iowa Lakes Community College (ILCC)

Small Business Development Center

- Significantly increased number of clients served.
- Provided additional opportunities for residents interested in establishing and growing their own business through workshops.
- Expanded the availability of services to entrepreneurs.
- Expanded the availability of technological services.
- Continued to provide an equitable distribution of services.

Northwest Iowa Community College (NCC)

- **FastTrac Classes** - NCC provides FastTrac classes through Continuing Education. The college has also been a provider of the Kaufman-funded EntrePrep program for the last five years. Last fall, the college was informed that Kaufman would no longer provide the \$40,000 to fund this comprehensive program for high school seniors. NCC, through the efforts of the Tech Prep program, will continue to offer the EntrePrep program despite this cut in funding. A mini grant of \$10,000 was obtained from Kaufman. In addition, funding was obtained from local schools and business and industry in the area.

Iowa Central Community College (ICCC)

Partnerships

Small Business Development Center

- **Business counseling**

The Small Business Development Center (SBDC) assists entrepreneurs with new ventures, whether through writing business plans, funding, or research. Ninety-two percent of the clients are new ventures and the remaining eight percent are existing businesses needing assistance and advice with their marketing efforts or expansion efforts. The center currently has 31 clients.

- **Training workshops**

In May 2003, the college hosted a Business Plan seminar for a group of Russian delegates through the local Rotary chapter. The state Small Business Association (SBA) office helped explain some of the intricacies and advantages of the opportunities available to small businesses. The Iowa Central SBDC has been presenting to local schools in an effort to explain and encourage entrepreneurship. These presentations focus on the choices available to take charge of our lives and how to take chances on ourselves.

SBDC Entrepreneurial Scholarship Fund

This scholarship fund was created to provide assistance to students attending Iowa Central.

Town meetings allow the communities to tell the college what they would like to see in terms of training and how the Small Business Development Center (SBDC) may better serve them.

SBDC staff is active in the following economic development groups:

- Mid-Iowa Regional Economic Development Group
- Webster County Economic Development Sales Team
- Business Resource Group – members include Iowa Central business and industry team members, SCORE, and ISU Extension Office

Iowa Valley Community College District (IVCCD)

IVCCD has partnered with the Marshalltown Central Business District—A Main Street Community to offer small business workshops, all the way from start-up information to managing an existing business. Entrepreneurship education in Spanish is difficult to find. IVCCD staff has sought funds to hire translation of the existing Smart Start curriculum from English to Spanish.

Hawkeye Community College (HCC)

- The college's technical programs began an initiative to include an entrepreneurial course as either a required or elective part of the curriculum. The Collision and Repair, Auto Mechanics, Diesel Engine, and Ag Power programs will begin offering this elective fall 2003.

Eastern Iowa Community College District (EICCD)

Approach

EICCD actively develops and seeks funding for programs provided through grants from governmental and other agencies. Also, both credit and noncredit courses are offered in Business and Accounting.

Current Activities

Projects underway this past year included: 1) Small Business Development Center-to supply counseling for small business owners and conduct courses for small business owners and potential owners, including FastTrac New Venture, Smart Start, QuickBooks, and monthly IRS tax workshops at all three colleges on electronic filing and small business taxes; 2) the Lean Manufacturing Consortium funded through Des Moines Area Community College, which offered manufacturing simulation training and production team training to area businesses; and 3) the Manufacturing Extension Partnership through Iowa State University, a coalition of Iowa organizations, educational institutions, public agencies and relevant private organizations to improve competitiveness and deploy appropriate modernization technology for the benefit of Iowa manufacturers.

Kirkwood Community College (KCC)

Kirkwood College provides extensive opportunities for entrepreneurial development through the credit and noncredit departments of the college. A number of general business management and specific business skills courses are taught for credit to students from all parts of the college and community.

The college offers noncredit course work and one-on-one business development counseling through the Small Business Development Center. The services offered by the center are as follows:

- The FastTrac New Venture class, in cooperation with the University of Iowa John Poppajohn Center and the Kauffman Foundation of Kansas City.
- The "How to Really Start Your Own Business Seminar" is co-sponsored with the Cedar Rapids SCORE chapter. Short-term classes are offered in business management topics.
- The Iowa Department of Revenue co-sponsors an extensive list of tax-related short courses.

In the last year, 325 individuals attended these training sessions and logged more than 1,900 hours of training.

Individualized business development counseling is offered at no fee through the cooperation of the United States Small Business Administration and funding of the Iowa Legislature. In the last year, over 275 clients were counseled at this center resulting in nearly 900 hours of one-on-one developmental consulting.

Des Moines Area Community College (DMACC)

DMACC's participation with Pappajohn Entrepreneurial has seen increases in participants in FastTrac training.

There has been an increase in the number of scholarships, with 17 awarded in fiscal year 2002-2003.

Dislocated workers participate in the entrepreneurial program.

Western Iowa Tech Community College (WITCC)

The college continues to offer the FastTrac Entrepreneurship program. In 2003, a record number of 43 students participated in the training. An Associate's Degree in Technical Business Management was developed in 2003 to supplement one-year of technical training with a second year of business and entrepreneurial training. The purpose of this new degree is to prepare students to start their own businesses or advance from their present occupational positions.

Iowa Western Community College (IWCC)

- Expanded program offerings in the Entrepreneurial Center capitalizing on the growing alumni base.
- Continued and expanded Fast-Track computer offerings and research in order to respond to needs for business training in CAD/Engineering Technology.

Southwestern Community College (SWCC)

Entrepreneurship

Southwestern Community College has offered entrepreneurial training programs, including Smart Start (a three hour class on starting your own business); Sole Proprietorship Taxes; Iowa Sales, Use & Local Option Taxes; Basic Web Design for Businesses; Employment Taxes; and Small Business Tax Workshop.

Indian Hills Community College (IHCC)

- The Early Childhood Associate Degree program prepares individuals for careers in education. Graduates may continue and earn a BA Degree in education, work in a child care facility, or start their own business as a child care provider.
- Graduates of the Medical Transcriptionist program may elect to work in a health care facility or start their own business by contracting with health care agencies and offices to do transcription.

- IHCC will play a supporting role with Graceland University's Title III application by collaborating (if funded) on the development of a transferable entrepreneurship program. The provisions include sharing an instructor, purchase of new computer lab equipment for instruction, and articulation agreements with area high schools.

Southeastern Community College (SCC)

The Small Business Development Center (SBDC) works with existing businesses to develop their products, services, and marketing materials to enhance the success of the business.

SBDC assists clients that are interested in starting their own business. Clients receive free one-on-one counseling on business plan writing, sources of capital, legal issues, and business management.

FastTrac, Quick Books, Wage and Hour, and Tips for Unemployment Hearings are examples of programs that are offered to people interested in small businesses.

The Center for Business and Industry personnel participate in Small Business Week activities in conjunction with the local Chambers of Commerce.

The Center for Business and Industry Services (CBIS) supports the newly formed Southeast Iowa Entrepreneurial Center in downtown Burlington by offering training to center occupants, as well as business consulting from the SBDC.

The Business Information Center (BIC) was opened on the Southeastern Community College campus in Keokuk. Small business consulting is available on-site.

The Great River Regional BIC opened as a resource for area enterprises. It provides a one-stop location where new or existing small businesses can access information and assistance to develop business ideas. It includes an extensive small business reference library, computer software and hardware, and management videos. In addition to self-help software and reference material, the BIC offers one-on-one free business counseling.

Goal #2:

Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy

Initiative C:

Strengthen linkages between Iowa Workforce Development, Iowa Department of Economic Development, Iowa Department of Education, and Iowa's system of community colleges to better coordinate preparation of Iowa's 21st century workforce and to grow Iowa's economy.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative C: Strengthen linkages between Iowa Workforce Development, Iowa Department of Economic Development, Iowa Department of Education, and Iowa's system of community colleges to better coordinate preparation of Iowa's 21st century workforce and to grow Iowa's economy.

Department of Education Response

Linkages

- Governor's Small Business Council - Iowa Department of Education staff attends the Governor's Small Business Council meeting which has opened discussions about projects between the Iowa Department of Economic Development and the Iowa Department of Education. The Governor's Small Business Council participates in the entrepreneurial program management committee that serves secondary and postsecondary education to develop entrepreneurial curriculum.
- Department of Corrections - The Iowa Department of Education staff have been working with the Iowa Department of Corrections to design career education programs to benefit incarcerated individuals utilizing the Choices and Bridges to the Community programs. These programs will provide career information to individuals to assist them in making career choices and will also indicate the alignment of the career choice with available community college programs.
- The Division of Community Colleges and Workforce Preparation administration participates in state-level discussions with Iowa Workforce Development, Iowa Economic Development, and the Department of Management on the development and implementation of performance measures consistent with the Accountable Government Act and the Governor's Enterprise Plan. Division staff work cooperatively with these agencies in the development of administrative rules.
- Workforce and Economic Development Report - Local community college economic development training and retraining enrollments are reported to the Iowa Department of Education. Data are compiled into state level reports, and are available in the Condition of Iowa Community Colleges 2002. This report can be found at the web-site <http://www.state.ia.us/educate/ccwp/cc/reports.html>.

- ICCOR continued to work with IWD state and local staff to provide training opportunities for development of local expertise in career development resources (Iowa Choices training, Working Ahead career development facilitator training). In addition, staff continued to promote use of information data available from the Labor Market Information Unit, IWD. Staffs from Iowa Workforce Development, Iowa Department of Economic Development, Department of Human Services, Division of Vocational Rehabilitation Services, and the Board of Regents are represented on the ICCOR advisory group.

Six instructors were trained in the Working Ahead career development facilitator curriculum by ICCOR staff. The course was offered at Western Iowa Tech Community College for staff of the local Workforce Development Center as part of their move for national certification of staff. This curriculum is utilized to certify staff that work in Workforce Development in para-counseling techniques and resources.

- Regional Community Needs - The Iowa Department of Education staff met with family and consumer sciences contacts representing each of the community colleges to share MIS data representing family and consumer sciences credit and noncredit programs. Based on these data reports, each contact evaluated regional community needs to determine if current family and consumer sciences program offerings addressed the identified needs.
- The National Crosswalk Service Center - The National Crosswalk Service Center will continue to provide tools which are used to establish and maintain the information infrastructure needed to provide the common language and coding foundation architecture between economic, educational and labor exchange systems. The National Crosswalk Service Center produces standardized files and prototypes especially for a national labor market requirement called the America's Labor Market Information System (ALMIS) Database. The database standardizes data from a variety of sources. Capacity building for local staff for business services is one of the goals of a national website Workforce Tools of the Trade (<http://www.workforcetools.org/default.asp>). National Crosswalk Service Center staff is on the primary "governance" structure for this product.
- Bridges to the Community - Correctional staff from four adult facilities from three community colleges were trained in the Bridges to the Community career development program. This program utilizes the Iowa Choices software to assist inmates in setting realistic goals and to help transition after release.
- Cutting Beyond the Edge - The business program management committee sponsored a strategic planning session entitled Cutting Beyond the Edge. The purpose of the planning session was to bring business education leaders together to create mapping for the positioning and growth of the profession in answer to the emerging economy.

Goal #2:

Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative D:

Strengthen the relationships between Iowa's system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative D: Strengthen the relationships between Iowa's system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.

Community College Responses

Northeast Iowa Community College (NICC)

Northeast Iowa Community College (NICC) offers the following education services to serve students with special needs:

- **Rapid Response Team (Plant Closures)** – NICC is part of a team to move into businesses with lay-offs or closures to assist displaced workers with job placement, skill upgrade training, and education.
- **Iowa Workforce Development (IWD)** – NICC is the employer of record for the IWD area coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- **Adult Re-Entry** – The Adult Re-Entry/Nontraditional Career Center provides services to adults who are retraining for a new occupation, single parents or teen parents, displaced homemakers, adults re-entering the workforce or upgrading skills, farm men and women, criminal offenders, or dislocated workers.
- **Kuder & Workforce Development** – NICC is licensing to administer the Kuder Career Placement program for use in Workforce Centers in Area I. NICC also offers this program through the area Iowa Workforce Development offices.
- **English as a Second Language (ESL) Program** – NICC offers ESL throughout the district.
- **General Education Development (GED)** – Almost 230 persons have completed their GED this year. There is an English component.
- **Command Spanish** – A Spanish language education program is offered to business and employees to facilitate better communication.

North Iowa Area Community College (NIACC)

- **Adult Basic Education (ABE)** – North Iowa Area Community College’s ABE program has developed a highly sophisticated network of communication and relationships to insure a smooth flow of information for students who move from place to place throughout the state. General Education Development (GED) tests are scored electronically, giving students access to their own personal information regardless of their physical location. This greatly simplifies enrollment in postsecondary schools and job attainment. Ease of transition and open-information systems make postsecondary enrollment a more appealing option.
- **English as a Second Language (ESL)** - ESL classes provide opportunity for non-native speakers to learn on-the-job English, or English one-by-one.
- **Corrections** - A class is provided in the community correction facility to prepare students to live full and productive lives upon release.
- **Community Partnerships** - The Learning Support Division partners with many agencies across north Iowa, including Promise Jobs, Iowa Workforce Development Center, Community Action, North Iowa Vocational Center, and Opportunity Village. These partnerships provide moral, social, and/or financial support for special needs students who return to school.
- **Postsecondary Programs for Nontraditional Students** - NIACC has comprehensive services in place to assist nontraditional students. Experiential learning helps returning students receive college credit for life and work experience. Students with documented learning disabilities can request accommodations. Staff members in the Student Learning Center read tests to students requesting that service. In fiscal year 2003, an Adult Learner Committee was formed to determine exemplary service methods for nontraditional students. Vocational Rehabilitation maintains an office on the campus and representatives integrate services into mainstream college life for those who qualify. Nontraditional times and course lengths are designed to encourage nontraditional students as they consider re-entry into academics in order to prepare for productive careers.

Iowa Lakes Community College (ILCC)

Iowa Lakes Community College (ILCC) responses to this initiative are as follows:

- Established and publicized new Career Resource Center.
- Planned and implemented monthly Student Success Series workshops.
- Worked with Admissions Office and faculty to recruit, advise, and retrain undecided majors, at-risk, and nontraditional students.
- Established careerhelp@iowalakes.edu for virtual career advising.
- Developed individual career plans, resumes, and job search skills for student seeking career and educational planning assistance.
- Planned and coordinated the spring Employment and Internship Fair.
- Documented eligibility and distributed direct student aid to eligible students (gender nontraditional career, single parents, and displaced homemakers).

- Developed and presented career them topics, including equity issues, for classrooms and workshops.
- Expanded community linkages for networking, outreach, and awareness of services for potential nontraditional students.
- Staff participated in statewide Equity Leadership Planning committee meetings and attended the annual Equity Conference.

Student Alternative Vocational Education (SAVE)

- Piloted Helping Careers certificate program for students interested in the Human Services/Disabilities Studies career field.
- Piloted mentoring program.
- Continued to provide educational vocational training for students with disabilities. The program has a broad base of support from high schools, area education agencies, Division of Vocational Rehabilitation Services (DVRS), Case Management, and parents around the state of Iowa and South Dakota.

Student Support Services

- Collaborated with institutional efforts to enhance student retention through strong referral process amongst student services.
- Cooperatively established Career Resource Center.
- Continued to recruit and provide support services to first generation, economically challenged students.

Northwest Iowa Community College (NCC)

Northwest Community College (NCC) works closely with Village Northwest Unlimited and the Transitional Training Center in Sheldon to provide classroom and individualized training in the Life Skills. The units at the Village serve the mentally and physically handicapped in the life skills area and those with head injuries and brain trauma in the Transitional Training Center.

A Comprehensive Adult Student Assessment System (CASAS) is used to pre and post-test individuals to provide documentation of gain on an adult literacy scale. CASAS is a competency-based, research-based instructional and assessment system. Assessments are used to provide competencies that need to be learned and are a basis for individualized educational plans for consumers at the Village.

In addition to regular CASAS assessments, the Village has been a part of a national pilot project named Providing Options for the Workplace, Education and Rehabilitation (POWER). Along with California, North Carolina, and Ohio, they develop scaled scores for the lower end of the adult literacy scale for adults with developmental disabilities. This portion of the scale will provide a scaled score and be used in the development of a support system for consumers at the Village. POWER is the portion of the CASAS instrument that can be used to determine learner gains for program accountability and level of support an individual needs for success. It is used for planning instructional goals in the development of individualized plans for adults with developmental disabilities.

Iowa Central Community College (ICCC)

Partnerships

Fort Dodge Correctional Facility (FDCF)

Iowa Central provides educational services at the Fort Dodge facility in several areas. Inmates who do not possess a high school diploma were offered the chance to complete the General Education Development (GED) while incarcerated. During the 2002-2003 school year, approximately 340 inmates participated in the GED classes with over 160 inmates successfully completing the battery of tests and receiving their diplomas. Over \$17,000 in fees were paid to Iowa Central during the 2002-2003 school year for GED services.

A literacy program was also offered to inmates who do not read at a sixth grade reading level. Approximately 190 inmates participated in the literacy program with over 160 inmates successfully testing above the sixth grade level.

Iowa Central offered undergraduate course offerings and vocational Welding and Carpentry programs at the Fort Dodge facility. These programs were tuition based and were funded by a federal youth offender grant. During the 2002-2003 school year, there were 179 participants in the undergraduate classes with 75 participants completing specific courses. Fifty-one inmates participated in the vocational programs with 29 completers at this time. Over \$119,000 was drawn from the federal grant, and the Fort Dodge Correction Facility subsidized an additional \$16,667 to Iowa Central for these offerings.

A work readiness program that targets job seeking and job keeping objectives was also offered. Approximately 175 inmates participated in and completed the month long program.

North Central Correctional Facility

Iowa Central provided three different educational services at the Rockwell City facility. Inmates who do not possess a high school diploma were offered the chance to complete the GED while incarcerated. During the 2002-2003 school year, approximately 125 inmates participated in the GED classes with over 35 inmates successfully completing the battery of tests and receiving their diplomas. Over \$4,000 in fees were paid to Iowa Central during the 2002-2003 school year for GED testing services.

A work readiness program that targets job seeking and job keeping objectives was also offered. Approximately 115 inmates participated in and completed the month long program.

Iowa Valley Community College District (IVCCD)

Iowa Valley Continuing Education has partnered with the Division of Vocational Rehabilitation Services (DVRS) to provide transition services to young people with disabilities. This program will be strengthened with the hope of expanding the program beyond Marshalltown.

A new Transition Alliance Program (TAP) was developed with the Department of Vocational Rehabilitation Services (DVRS), Marshalltown High School, and Area Education Agency VI to help students with disabilities transition from their high school experience to any postsecondary or job experience they choose to pursue. Thirty-two students were served through the Transition Alliance program, all of whom are or will be entering the job market or college (Marshalltown Community College) after their program is completed.

For the past three-four years, IVCCD staff has worked closely with the Hardin County Sheriff's Department to deliver Adult Basic Education (ABE) instruction and GED preparation in the Hardin County jail. During this past year, several prisoners have earned their GED and several have continued their education upon release. IVCCD plans to develop a similar relationship this year with the Marshall County Sheriff.

As a partner in the Workforce Development Center (WDC), IVCCD staff receive numerous referrals for education or training for their WDC clients. There are frequent referrals from the Promise Jobs program, as well as from the older worker program. The Workforce Center staff interviews about 50 immigrants per week and provides them with information about the English as a Second Language (ESL) programs, GED preparation, and other skill-based courses that might be appropriate.

There were approximately 225 graduates earning the GED this past year, 10 percent of them were Hispanic. Contact will be continued to strengthen relationships with employers and other agencies that might have contact with individuals who have not completed high school to encourage referrals.

Hawkeye Community College (HCC)

- The college's TRIO Student Success Services serve students who are economically disadvantaged, first generation college students, and/or individuals with disabilities. One hundred sixty students meeting these criteria were served.
- Hawkeye Community College is the administrative entity for Workforce Investment Act (WIA), Promise Jobs, Welfare-to-Work, the Metro Center, and MLK, Jr. Center. The college will continue its network with existing partners that include Vocational Rehabilitation, Iowa Workforce Development, Peoples Clinic, Lutheran Social Services, Department of Human Services; Child Care Resource and Referral, MET Transit, Operation Threshold, Black Hawk County's public and private schools, financial institutions, and other community organizations.

- Funding from the Sunshine Ladies Foundation, Inc. in the amount of \$11,000 enables HCC to provide the SOARing program. The Sunshine Lady Foundation funds provide scholarship and support assistance funds that will allow Martin Luther King Jr. Center staff of Hawkeye Community College to continue the supportive services for at-risk females (single parents, displaced homemakers, welfare participants, etc.) that meet the SOARing eligibility requirements.
- Hawkeye Community College has offered Adult Basic Education (ABE) and General Education Development (GED) programs in the college's service area known as Merged Area VII since 1966. All but three of 118 students who completed tests at HCC's Metro Center during 2002 passed, a passing rate of 97.5 percent.
- The ABE program serves over 1,500 students a year. This year, 22 percent of the area population was immigrants who were trying to learn English for daily living. 14.5 percent of the enrollees were involved in the corrections programs or incarcerated. Sixteen percent of the area population was single parents. Over 1,000 people come to HCC yearly to earn a GED. Approximately 175 of the adults served are disabled.

Eastern Iowa Community College District (EICCD)

Approach

EICCD actively seeks funding and designs and delivers program to serve the needs of individuals with disabilities and personal situations that research has shown to negatively impact their ability to be successful.

Current Activities

Programs and activities underway these past year included: 1) The Displaced Homemaker Service for Minority Groups that serves individuals not provided for by any other agency, educational or state or federal fund; 2) the Homeless of Scott County Nutrition Support Coalition, a project to train staff, volunteers and homeless individuals to prepare nutritious wholesome meals; 3) the Iowa Paths project to expand competitive employment opportunities for individuals with disabilities; 4) the New Iowan Program offering English as a Second Language (ESL) programs to ready immigrant students for study in Information Technology, Certified Nursing Assistant, and Home Health Aids, and to offer Command Spanish for businesses; 5) the Special Needs project the share funds, staff facilities and coordinate services for school age handicapped and/or disadvantaged students to offer exploratory classes in cosmetology, commercial housekeeping, auto mechanics, landscaping and child care; 6) the Institutional Skills Training project to provide remedial and basic skills training; 7) The Post FIP program that provides funds for individuals no longer on FIP for minor needs to enable them to avoid going onto FIP funds; 8) Promise JOBS, which offers vocational services for welfare recipients; 9) The WIA program to provide vocational and support services for disadvantaged and disabled persons within the District; 10) the Welfare to Work program for the eligible "hard to employ" population in Scott, Clinton, Muscatine and Jackson Counties; 11) The Welfare to Work, Non Custodial Parent program, to coordinate support from the Iowa East Central TRAIN, EICCD Region 9 and the judicial system to assess train, and job assist eligible non-custodial parents.

Kirkwood Community College (KCC)

Through Kirkwood Skills-to-Employment office, linkages were established by serving as the coordinating service provider for the Workforce Investment Act (WIA) system. One-stop operations exist in both metro regions within the district and over 1,500 low-income youth and adults are being served through the WIA programs, Promise Jobs programs and Welfare-to-Work programs. The Regional Workforce Investment Board and the Chief Elected Officers Boards are comprised of local services providers, business partners, and elected officials. These boards are actively engaged in the provision of services to individuals with disabilities, welfare participants, single parents, displaced homemakers, and high school dropouts.

Students enrolled in Kirkwood's high school completion program and the four alternative high schools are encouraged to participate in one of eight Career Edge Academy programs in order to prepare for a more productive future. The Information Systems Management Academy and the Health Sciences Academy will each have sites in an alternative high school setting. The Automotive Technology and Computer Programming Academies are available after regular high school hours and at non-high school locations.

Literacy and General Education Development (GED) programs are provided at the two correctional facilities served by Kirkwood.

Kirkwood's high school programs support students at the Area Substance Abuse Center (ASAC) and the Gary Hinzman Center for adjudicated youth. Kirkwood has also partnered with WIA staff to serve out-of-school youth with both academic and work-based learning services.

Des Moines Area Community College (DMACC)

Initiatives that served various underserved populations were:

- **Individuals with Disabilities, Ex-Offenders, Low Income**

Polk County Systems Change is an initiative that involves educating employers and agencies regarding a comprehensive best practice driven approach to helping individuals with functional disabilities and who have been involved with the correctional system and received public assistance with achieving, attaining, and advancing in the workplace.

Bridges Out of Poverty is a DMACC workshop offered to inform employers about the unique barriers faced by individuals from poverty, which transcends race, religion, and gender.

- **Low Income/High School Dropouts**

Construction Prep Alliance (Youthbuild) is a comprehensive youth (18-24 year olds) and community development program that provides General Education Development (GED) instruction, basic skills development, leadership development, and construction/carpentry skills

- **Ex-Offenders**

Going Home Re-entry program seeks to improve community safety by providing transition services, which include education, job training/placement, and related support services for serious and violent offenders (male and female) returning to the community.

- **Recruitment Specialists** are staff positions added to connect and engage underserved middle and high school populations of students (students of color, recent immigrants, low income, as well as first generation) to increase access and enrollment in college.

Western Iowa Tech Community College (WITCC)

The Division of Vocational Rehabilitation Services is located on the Western Iowa Tech Community College campus to serve students with disabilities. The one-stop services include vocational rehabilitation counseling, financial aid applications, and enrollment in college courses.

The college's Adult Basic Education (ABE)/General Education Development (GED) functions moved from an off-campus location to Western Iowa Tech Community College's main campus. The relocation is intended to create synergy among students and staff for transitions from pre-college schooling to higher education at the community college.

Iowa Western Community College (IWCC)

- Developed Youth programs to be offered in the summer of 2003.
- Improved participant accessibility of workforce development products and services throughout the region. Monthly disability awareness training has been held for staff, state team assessed all facilities and made recommendations for making them more accessible, purchased adaptive technology for use in the one-stops, and developed a website specifically geared to individuals with disabilities.
- Worked with Goodwill Industries to provide a greater array of support services for Welfare-to-Work participants in Region 13.
- Arrangements have been made with Goodwill Industries to have a staff member on site two days per week to work with Welfare-to-Work participants.

Southwestern Community College (SWCC)

Southwestern Community College (SWCC) used Perkins III funds to establish seamless career pathways for special populations from area high schools, alternative high schools, and local service agencies into vocational/technical programs offered at SWCC. This was accomplished by providing a transition coordinator to work with the Workforce Development Center, the local area education agency, Promise Jobs, area high school counselors, and special education faculty.

Indian Hills Community College (IHCC)

- IHCC provides ABE/GED/ESL classes on site at Ottumwa elementary schools for parents of Hispanic students while the students are engaged in after school activities.
- Developmental Education classes are available to the public, as well as currently enrolled students.
- GED classes are provided for certain inmates/parolees of the correctional system.
- ABE classes offer basic literacy (nonreaders to those with limited literacy) and skill upgrading in basic reading, writing, and math skills, and in basic computer literacy and noncredit ESL.
- Developmental Education offers basic reading, writing, math skills, basic keyboarding, speedreading, critical thinking, job seeking/job keeping skills, and an international student seminar. It also offers services for students with disabilities, diversity training, equity training, assistance with college transfer, career decision-making workshops, study skills, self-advocacy workshops for students with disabilities, and credit ESL instruction.
- Customized Learning offers the state mandated driver improvement, foster parent/foster care, adoption classes, coaching etc.
- An annual Transition Fair is conducted to transition students with disabilities from high school into career and vocational programs. The fair is co-sponsored by IHCC, the area education agency, and Vocational Rehabilitation.
- A bi-annual Nontraditional Career Fair is held and offers students the opportunity for a career exploration activity and encourages enrollment in nontraditional training and placement in nontraditional jobs.
- An alternative Learning Program is available for local school districts to place students in the community college for GED completion. All students are provided with career awareness information, information on IHCC programs and are referred to the Educational Opportunity Center for assistance and financial aid applications.

Southeastern Community College (SCC)

Southeastern Community College (SCC) worked with the Department of Corrections to provide classes at Iowa State Penitentiary and Mount Pleasant Correctional Facility.

Relationships were continued with area industry to educate non-native speakers of English through SCC's Adult Basic Education (ABE)/English as a Second Language (ESL) program.

Continued relations with several area school districts providing ABE/GED classes for high school dropouts.

Offered College 101, which is SCC's program for workers who have been laid off or displaced. It offers three free credit hours of in-state tuition to students who complete the no-cost three-session program. Participants receive campus-specific information on admission procedures, course schedules, and diploma and degree option. They also receive assistance in determining their individual skill levels in reading, writing, and math.

Goal #2:

Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative E:

Prioritize addition or expansion of programs and courses to those directly related to high-skill high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skills studies.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative E: Prioritize addition or expansion of programs and courses to those directly related to high-skill high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skills studies.

Department of Education Response

Expansion of Programs and Courses

- Design Engineering Programs - The Iowa Department of Education has been involved in a project coordinated by Iowa State University and Iowa Western Community College to design curriculum to fill a void that has emerged as design engineering programs have evolved and the lines that separate manufacturing have been dissolved. This project focuses on improving the way these above topics are taught in community college manufacturing education programs. It also focuses on increasing the pool of qualified applicants to these programs. Four flexible course modules and instructor training materials have been developed that may be infused into a wide range of existing curricula. The modules integrate design for manufacturability, teamwork skills and parametric solid modeling content to improve the efficiency and effectiveness of instruction. A three-day training was offered and more than 25 community college instructors across mid-America participated.
- High-Growth Job Training Initiative - The Department of Labor, in 2002, launched a Business Relations Group to focus on the needs of business. One of those initiatives is the High-Growth Job Training Initiative. ICCOR and the NCSC will maintain contact with this initiative and coordinate sharing of knowledge with state projects.
- Cutting Beyond the Edge - The Business Program Management Committee sponsored a strategic planning session entitled Cutting Beyond the Edge. The purpose of the planning session was to bring business education leaders together to create mapping for the positioning and growth of the profession in answer to the emerging economy.

Also refer to Department of Education response to Goal 1, Initiative E.

Community College Responses

Northeast Iowa Community College (NICC)

- **Health – Surgical Tech and Respiratory Therapy** - These programs are joining with other community colleges and health care providers to increase the workforce.
- **John Deere Ag Tech Program** - NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **Dairy Center** - NICC partnered with Iowa State University Extension and local dairy farmers and agri-businesses to create the Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the Midwest dairy industry.
- **260E, F & G** - These programs allow NICC to facilitate the training and retraining of the workforce in northeast Iowa. The programs assist in providing skilled training for those advancing into higher skilled occupations.
- **Iowa Manufacturing Extension Partnership (IMEP)** - NICC co-employs an account representative with Iowa State Extension to develop and deliver training programs and to meet the technology needs of northeast Iowa manufacturers.

North Iowa Area Community College (NIACC)

- **E-Commerce, Web Design and Development** - NIACC students in the E-Commerce and Web Design and Development programs can now realize long-term benefits through a new partnership between NIACC and Iowa State University (ISU). The articulation between the two institutions will permit graduates in NIACC's program to transfer with junior standing into ISU's College of Business.
- **Entrepreneurship** - NIACC created, and is awaiting state approval to implement, a degree in Entrepreneurship.
- **Information Solutions** - NIACC implemented program revisions in Information Systems Technology, E-Commerce, Web Design and Development, and Mechanical Design in response to a need analysis of the workforce and with the support of local advisory committees.
- **Building Trades** - NIACC revised the Building Trades program in response to contractor needs. A course in safety was added based on a national award-winning research study and paper conducted by the program leader.
- **Lean Manufacturing** - NIACC led the state in Lean Manufacturing training in 2002/2003.
- **Life Sciences** - NIACC, in partnership with the regional hospital, has expanded capacity in the nursing program.

Iowa Lakes Community College (ILCC)

- Continued to enhance economic partnerships.
- Implemented new technology training.
- Improved the marketing efforts to business and industry for specific ILCC programs.
- Investigated expansion of the nursing program to work toward meeting the demand for trained nurses.
- Developed Computer Forensics program to implement in the fall term of 2004.
- Identified need and developed eight additional programs.

Northwest Iowa Community College (NCC)

- **Life Science–Health Occupation** - NCC developed a program which would deliver the Licensed Practical Nurse (LPN) core curriculum for those students needing to take the program over two years. This program option is full for fall 2003 when it will start the first class of students. An additional eight students have also been accepted into the Associate Degree Nursing (ADN) program for next fall.
- **Radiography** - NCC is currently working with Iowa Central Community College (ICCC) to establish a Radiography program beginning fall 2004 as part of a consortium.
- **High School Enrollment** - High school enrollment in manufacturing and information solutions have increased as a result of changes in course schedules to encourage enrollment in these programs as a part of the Tech/Prep program.
- **Mechanical Engineering Technology (MET)** - Adjustments in MET were made to facilitate high school student's enrollment.

Iowa Central Community College (ICCC)

Partnerships

ICCC is located in a county that possesses some of the richest soils in the United States. It is only natural that an agriculture program should be located here to prepare students for the production, retail, and service aspects of this industry. A new two-year Agriculture Technology program will begin in September 2003. Students will gain employable skills through such courses as animal science, crop production, agriculture sales, and global positioning system (GPS) technology. In addition, students will receive practical experience in some of the largest agricultural businesses in the Midwest. The college farm also provides the resources for students to apply many farm management skills. Upon the completion of this Associate of Applied Sciences (AAS) program, students may seek full-time employment in agriculture or may choose to continue their education.

The new Web Technologist program combines essential components of the Multimedia Marketing program and the Computer Networking program to allow students to gain skills in creative and technical arenas of today's technology. New students will find the combination of web design and networking will enhance employability in businesses where a variety of skills are necessary to keep organizations technologically viable. In addition, graduates of the Multimedia Marketing and the Computer Networking programs will have the flexibility to access this program to add more skills and another degree to their portfolios. The successful completion of this program will allow students to enter a highly skilled field with above average wages.

Iowa Central has partnered with area high schools in training for web design. On-line curriculum sponsored through CISCO will allow high school students to complete two courses in Fundamentals of Web Design, which are required in the Multimedia program. These courses incorporate five Adobe software packages and will enable high schools to offer them as dual credit courses. In addition, 12 high school teachers have received intensive training at Iowa Central to gain their certification through CISCO and will continue to upgrade their skills through required training yearly..

Tentatively, beginning in January 2003, Iowa Central will offer a Medical Transcription program. Students will be able to complete this diploma program in one year and gain employment in a hospital or physician's office setting. If the students have prior medical experience and/or skills, they may be able to contract with a corporation on-line from their homes to do the transcription work. While the skills are technical and demanding, contracted employees are well compensated.

Iowa Valley Community College District (IVCCD)

The district has added CISCO certification to the Computer Networking Management program, thereby keeping students up-to-date in high-wage computer careers. The Mechanical Design/CAD program computer hardware has been upgraded and software has been added to allow more 3D courses to be incorporated into the expanded program. The addition of a Career Academy in Certified Nurse Aide and the expansion of the nursing program to the Grinnell site help IVCCD to address the demand for nurses in the region.

IVCE is seeking funds to install a computerized skill simulation training system in the new downtown Community Outreach Center. With this system, IVCCD will be able to provide skills training such as welding, basic electricity, refrigeration, etc., that industry has identified as necessary. The simulation system is a way to provide training to small numbers of students. Industries can send one or two employees at a time, which is a benefit to them rather than trying to shut down a line to have employees trained at the same time.

Hawkeye Community College (HCC)

- The college's physics laboratory at its Cedar Falls site, has been converted to allow instruction in Life Sciences. This increases the college's ability to expand the number of sections of Life Sciences.
- Continued to offer the EMC2 Tech Prep program resulting in more students entering the CNC program.
- Expanded the CNC program to include a section offered in partnership with John Deere.
- Enrolled John Deere apprentices in a customized section of the college's Electronic Engineering Technology program beginning spring 2003.
- Initiated Tech Prep program development in the health occupations area with classes beginning in the summer of 2003.
- Actively participated in and supported the statewide One Source Training initiative to provide a one-stop shop for businesses and companies that have multiple sites located in more than one community college area.
- Conducted training for community emergency response teams in cooperation with One Source Training to promote and support delivery of statewide corporate training projects.

Eastern Iowa Community College District (EICCD)

Approach

EICCD continually explores the expansion or development of programming related to increasing the wages and advanced manufacturing skills in the region.

Current Activities

The EICCD Manufacturing Center reflects ACE support for manufacturing technology and regional job needs, as does the Muscatine Manufacturing Technology Center (MTC). The MTC in Davenport houses the ACT Center for critical job skills assessment, and the training on-demand curriculum has been modularized to meet employment training needs.

ATEEC curriculum and services related to this initiative include, the Brownfield Initiative, a job development and employment program with the United States Environmental Protection Agency; and the Learning Anywhere Anytime Partnership with the United States Department of Education to prepare students for environmental technical certificates through internet-based instruction.

EICCD conducts frequent labor market assessments and uses data from Iowa's Workforce Development database to determine the need for programs. Programs currently under investigation include Veterinary Technician, Outdoor Power Equipment Technician, AS- Biotechnology, Facilities Management, Hospitality Management, Bio-Processing, Electronic Systems Technician, and Social Service/Human Services.

Kirkwood Community College (KCC)

In 1998, Kirkwood conducted the regional Skills 2000 Survey in partnership with the local business community. That research was utilized to develop and implement eight new, and expand the capacity of three existing, high-skill, high-wage credit degree and diploma programs utilizing the Accelerated Career Education Program. They include the following:

- Computer Programming (Mainframe, iSeries & PC Programming)
- Local Area Network Management
- Microcomputer Specialist
- Telecommunications Technology
- Manufacturing Technology
- Heating and Cooling Technology
- Plumbing Technology
- Diesel Truck Technology
- ADN Nursing (two expansions of existing program)
- Surgical Technology (four region expansion of existing program)
- Automotive Technology (expansion of existing program)

Career Edge Academy (Tech Prep) programs have also been developed in partnership with area high schools with an emphasis on high-skill, high-wage careers in targeted program areas. Over 900 high school juniors and seniors were enrolled in these programs in fiscal year 2003. These academies include:

- Automotive Technology
- Engineering Technology
- Health Sciences
- Local Area Networking
- Information Systems Management

Kirkwood is currently partnering with the Cedar Rapids/Iowa City Technology Corridor initiative to update the regional skills survey to 2006. Over 250 regional businesses will be surveyed to identify and define their employee and skill needs for the next four years. The college will use the results of this research to help guide the development of future credit and noncredit educational and job training programs. The survey results will be available in August 2003.

The Information Systems Management Career Edge Academy was developed and is being implemented at over 20 area high schools. This 2+2+2 Career Edge Academy program responds to the need for high skills with application software. High school faculty are being trained to teach this program through an H1B Department of Labor grant. Two of the selected sites are in alternative high schools.

The Computer Programming Academy has been developed and is being implemented at 2 sites. This 2+2+2 Career Edge Academy programs supports the need for skilled workers in computer programming. Faculty are being trained to teach this program through funding from Rockwell Collins.

The Local Area Networking Academy was expanded to Iowa City West High School and prepares students to develop and maintain computer networks.

Des Moines Area Community College (DMACC)

DMACC established the following programs in response to high demand occupations in central Iowa:

- H1B-Information Technology (IT) Scholars: This program will be completed this year. A series of Java Programming classes, which will be offered in summer 2003, have proven to be extremely popular.
- H1B-Nursing.
- Advanced Manufacturing Technology Centers/programs in Newton and Carroll are in their second and third years.
- Industrial Electro-Mechanical Technology programs in Ankeny, Newton, and Carroll.
- Expansion of technical training certification programs—partnership with the Department of Transportation.
- West Campus has added programs in Business Information Systems, IT, and continues to build Telecommunications.
- Certified Nurse Aide classes continue to expand significantly across the district with over 1,000 students served again last year.
- Civil Engineering Tech and Land Surveying.
- Diesel Technology.
- Automotive Technology.
- Expanded Auto Collision program and John Deere Scholars Program.
- Recruitment for Health Careers through ACE and high school dual enrollment programs.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College's efforts to gain funding for the new *Midwest Institute for Advanced Training* will support desired careers in advanced manufacturing, information solutions, and life sciences. Funding sources include a major gifts campaign, local, state, and federal support, and grant writing. The Midwest Technology and Employment Coalition (MTEC) arose from a grant from the Department of Labor and is intended to develop a pipeline that builds the information technology skills needed by the region's employers. The Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP) is aimed at increasing the number of students pursuing and receiving associate's degrees in established or emerging fields within science, technology, engineering, and mathematics (STEM). Additionally, new programs and degrees (i.e., Web Design and Programming) were developed in response to industry requests.

Iowa Western Community College (IWCC)

- Assisted in organizing the Atlantic Business and Industry Alliance. Started the Cass County Business and Industry Alliance in October 2002. Formed a consortium project with Shelby County and held over 40 Management/Supervisory classes.
- Expanded fire service training in southwest Iowa in cooperation with the Fire Service Training Bureau.
- Developed an EMS re-certification class that utilizes video instruction.
- Expanded off-campus programs to a minimum of two sites.
- Used WIT Business Network funds to provide A+ Certification preparation classes in Harlan and Shenandoah.
- Funds were used for Microsoft Office classes at Harlan and Clarinda campuses. There were over 600 registrations for over 16 different classes (each offered twice at both locations).
- Strengthened community relationships by offering direct support to community economic development and related initiatives.
- Iowa Western Community College (IWCC) is represented on the industry recruitment teams for many of the communities that it serves. IWCC served as the fiscal agent for the West Central Iowa Marketing Group. Through this group, IWCC provided two seminars on local economic development to volunteers and public officials throughout southwest Iowa.

Southwestern Community College (SWCC)

Accelerated Career Education (ACE)

Southwestern Community College has developed three new programs at the request of business and industry. Through ACE funding and business partnerships, the college has been able to offer degrees in Ag Chemical Applicator and Business Systems Networking. The Manufacturing Technology competencies and sequence of courses has also been developed. Professionals in each of the three areas were used to design the curriculum to meet industry standards.

Southwestern Community College has also entered into an ACE agreement with Greater Community Hospital of Creston to expand the Nursing program to meet area demands for health care professionals.

Skills 2000

Southwestern participated in and has utilized the results from the Skills 2000 assessment of employer's skill and employment needs. Questions addressed include anticipated number of new jobs, desired and anticipated employee skills profiles, and technology-based programs that should be implemented by the community college to fit the needs and identified skills profiles.

Targeted Industry Cluster Programs

Southwestern's initiatives in Business Systems Networking and Manufacturing Technology provide area students access to current technology and attract students from outside the area. Substantial investments in science facilities have supported courses in Chemistry and Biology to enhance required courses in the Nursing program. Southwestern continues development of program and facilities in advanced agricultural (Professional Applicator) techniques, computer systems and networks, and industrial processes (Electromechanical Technology).

Indian Hills Community College (IHCC)

- The Practical Nursing program is being expanded to help alleviate the Iowa and national shortage of nurses. The Surgical Technology program was implemented to ease the shortage of health care workers. An Emergency Medical Technology Intermediate program has been started to provide qualified emergency care personnel. All of these fields have salaries that average over \$10.00 an hour.

Southeastern Community College (SCC)

Numerous courses were offered through the Lean Manufacturing initiative to businesses all across Iowa.

SCC is currently offering Lean Manufacturing courses in conjunction with the local area education agency so that area educators will have a better understanding of manufacturing principles.

The Center for Business and Industry Services (CBIS) has added industry recognized computer certifications for the MCSE, MCSA, CCNA, A+, MOS, and Desk Top Support programs.

On-line courses which are instructor-led and results-oriented, are increasing to make it possible for English and Spanish speaking individuals to upgrade work skills, learn a new talent, or chart a new career path at their own pace and convenience.

The Great River Regional Business Information Center (BIC) opened as a resource for area enterprises. It provides a one-stop location where new or existing small businesses can access information and assistance to develop business ideas. It includes an extensive small business reference library, computer software and hardware, and management videos. In addition to self-help software and reference material, the BIC offers one-on-one free business counseling. The BIC is located in the Fred Karre Memorial Library on the campus of Southeastern Community College at 335 Messenger Road in Keokuk.

The Horticulture (Life Sciences) program was established.

Goal #2:

Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative F:

Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative F: Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges.

Community College Responses

Statewide Community College Response/ Iowa Association of Community College Presidents (IACCP)

One-Source Training is a statewide initiative developed by community colleges to assist business with training needs throughout Iowa. Companies are assured of a single contact, standardized curriculum, and level pricing for training their workforce. One-Source Training delivers custom-tailored training programs or existing programs to multiple business locations throughout Iowa. Consistent quality training and instruction are designed specifically to meet training needs of a variety of groups.

Northeast Iowa Community College (NICC)

- **Vice-President for Economic Development Services** - This NICC position serves as the coordinating point-of-contact for business and industry in northeast Iowa. NICC also employs representatives in the five largest communities in its district to serve as on-site coordinators.
- **One Source Training** - The community colleges of Iowa have created a statewide corporate training institute called "One Source Training" to respond to business and industry training needs. The goal of One Source Training is to provide consistent training to businesses that have multiple sites within the state/region. This is done through one contact using a consistent, custom-designed curriculum and uniform pricing, no matter where the training is delivered.

North Iowa Area Community College (NIACC)

- **One Source Training** - All of Iowa's community colleges participates in the One Source Training program. Its purpose is to provide a single point-of-contact to ensure that businesses and industries have a convenient and responsive method of receiving consistent curriculum, pricing, and course delivery throughout Iowa. During fiscal year 2003, a full-time executive director was hired. In addition to completing several small projects, contracts for several major projects were signed. These major initiatives include statewide delivery of Spanish language training for the Hy-Vee stores and an agreement with the Iowa Association of Business and Industry (ABI) to partner in the offering of training for all of their business members.

Iowa Lakes Community College (ILCC)

- Provided a Business Network/Consortium Training program in cooperation with another community college.

Northwest Iowa Community College (NCC)

- **One Source** - At the March 2003 Board meeting, NCC approved a 28E agreement for the operation of "One Source," which will serve as a single point-of-contact for business and industry across the state.

Iowa Central Community College (ICCC)

Partnerships

In 2002, the community college economic development staff was charged by the college presidents to create opportunities that would meet the challenges of providing statewide training. Iowa Central Community College created a statewide corporate training institute called "One-Source" to respond to business and industry needs. One-Source training provides consistent training to businesses that have multiple facilities around the state. The ICCC coordinator works with the One-Source executive director to coordinate the training

Iowa Valley Community College District (IVCCD)

IVCCD is participating in One Source Training. IVCCD is the host site for development of Occupational Spanish for Hy-Vee stores statewide. IVCCD also participates in Iowa Manufacturers Extension Project (IMEP).

Hawkeye Community College (HCC)

- Utilizing the strength of Iowa's community colleges working as one, One Source Training provides powerful solutions to meet training challenges. Depending on businesses needs, One Source Training can deliver custom-tailored training programs or existing programs to multiple business locations throughout Iowa. Each business is assured of consistent, quality training, and instruction designed specifically to meet their training needs.

Eastern Iowa Community College District (EICCD)

Approach

EICCD is committed to forming partnerships and collaborative relationships to enable it to provide the services to meet student and stakeholder needs and requirements.

Current Activities

EICCD is a participant in the Iowa community college's One Source Training group to meet training challenges in Iowa. When fully operational, the project will provide one point-of-contact, one price and consistent quality delivery by certified instructors for customized business training.

During the past year, EICCD senior leadership met with the executive director of the program and provided information about the EICCD Centers of Excellence: the Graphic Arts Technology Center, the Advanced Technology Environmental Education Center, and the Manufacturing Technology Center.

Kirkwood Community College (KCC)

Kirkwood is an active participant in the community colleges of Iowa statewide corporate training institute initiative called "One Source Training." The goal of One Source Training is to provide consistent training to businesses that have multiple sites within the state or region. This is accomplished through one contact, using a consistent, custom-designed curriculum and uniform pricing, no matter where the training is delivered.

The college's Kirkwood Training and Outreach Services (KTOS) Division operates out of a state-of-the-art corporate training facility called the Kirkwood Training and Outreach Services Center. The KTOS Center is a full-service training and education center uniquely designed to support and facilitate comprehensive business training and technical assistance needs. The center is operated in partnership with AEGON USA who uses it as a corporate resumption center and includes the following services:

- Kirkwood Training Services
 - New Jobs Training Program (260E)
 - Iowa Jobs Training Program (260F)
 - Customized Training
 - Apprenticeship Training
- Iowa Quality Center
- Iowa Waste Exchange
- Iowa Manufacturing Extension Partnership
- Small Business Development Center
- ACT Center

Des Moines Area Community College (DMACC)

The 15 community colleges of Iowa have participated in the creation of an entity called One-Source Training. Its purpose is to provide a single point-of-contact to ensure that businesses and industries have a convenient, hassle-free, and responsive method of getting consistent curriculum, consistent pricing and consistent course delivery throughout Iowa.

Western Iowa Tech Community College (WITCC)

The statewide One Source initiative continues to serve Iowa's business and industry.

Iowa Western Community College (IWCC)

No response.

Southwestern Community College (SWCC)

One-Source Training

One-Source Training will work as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This will position Iowa's community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact, representing all 15 Iowa community colleges is at (866) 663-8724 or <http://www.onecoursetrainingiowa.com>. Current projects include Workplace Spanish for Hy-Vee employees, Emergency Management training, and ABI training.

Indian Hills Community College (IHCC)

- The Rural Health Education Partnership will work in cooperation with One Source to provide education to the health care industry and Community Emergency Medical Services when statewide continuing education needs are identified.
- IHCC participates in the One-Source consortium, which was established to offer single point-of-contact service to business and industry for training needs at a standard price.
- Locally, IHCC uses a single point-of-contact procedure to serve the businesses and industries in the regions or our district. Each customized learning coordinator is assigned to a region and organizes all programming for that region.

Southeastern Community College (SCC)

The Center for Business and Industry Services (CBIS) was established at Southeastern to provide a single point-of-contact to serve business and industry. In addition to providing training, CBIS provides consultative services.

CBIS takes the lead for Southeastern in the newly formed One Source Training.

Goal #2:

Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative G:

Develop a recruitment program to encourage students both in and out of Iowa to enroll in targeted industry cluster programs.

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Initiative G: Develop a recruitment program to encourage students both in and out of Iowa to enroll in targeted industry cluster programs.

Community College Responses

Northeast Iowa Community College (NICC)

- **No Out-of-State Tuition** - Out-of-state tuition was eliminated in 2001 to encourage enrollment in vocational fields so that more trained workers would be available for area businesses. Over 50 percent of the out-of-state students attending are in vocational majors.
- **Across State Line Recruitment** - NICC recruit in the counties adjacent to its borders in Minnesota, Wisconsin, and Illinois.
- **John Deere Recruitment Program** - NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program.

North Iowa Area Community College (NIACC)

- **Information Systems** - NIACC specifically promotes enrollment in targeted industry cluster programs, including Information Solutions and the Advanced Manufacturing cluster. This year, the Information Systems Technology (IST) faculty sponsored a hands-on recruitment fair entitled "Wired Differently," which was attended by more than 100 high school juniors and seniors interested in a career in Information Systems Technology. The Tech Prep team sponsored "Diva Tech" for girls and "Avid Tech" for boys interested in IST. "Try a Tech Day" for middle school students also featured information technology careers. In addition, Minnesota and Wisconsin scholarships (in-state tuition) are now offered to all students. Housing scholarships are offered to students who register for Senior Network Management.
- **Advanced Manufacturing** - The second annual Industrial Tech open house was attended by over 50 high school juniors and seniors interested in Tool and Die, Mechanical Design, Climate Control, and Electromechanical Systems Technology. Special tuition discounts were available for students who attended. The Mechanical Design Technology program received special attention from the marketing area and the admissions department as it was identified as a "target market" program, thus receiving special advertising emphasis and faculty involvement in recruitment.
- **Career Development** - College-wide career fairs, such as "Explore 2003" and "College and Career Day," featured sessions on careers related to these clusters. A new guidance counselor event and newsletter were implemented to better promote these programs to area guidance counselors.

Iowa Lakes Community College (ILCC)

Enrollment Management Team

- Maintained momentum of the Enrollment Management Team as a college-wide forum and improve communication with regard to college changes.
- Actively participated in state admissions organizations to provide needed services to students and new guidance counselors.

Marketing

- Continued to improve the ILCC website. Established design templates for faculty and staff to unify web pages.

Special Projects

- Utilized a planning grant to develop recruitment and retention strategies that will be implemented fall 2004.

Northwest Iowa Community College (NCC)

- **Enrollment Management Team** - The college established a college-wide Enrollment Management Team to address multiple issues relative to student recruitment. Multiple marketing techniques are used to recruit students. Little recruitment has occurred in the health careers area as the programs are full and have waiting lists. In the technology areas, recruitment efforts have included the following:
 - 1) Manufacturing Engineering Technology, Welding, and General Machining instructors have helped design, and make a video identifying the world of manufacturing highlights. This video is used in the recruitment process by program faculty. It is also made available to counselors and industrial technology program staff in the high schools.
 - 2) A business and industry group has been working with the Industrial Instrumentation and Controls program in an effort to promote it to potential students. Industry has offered tours to high school administrators, instructors, and students.

Iowa Central Community College (ICCC)

Student Retention

Iowa Central Community College has developed excellent relationships with the K-12 school districts. At the end of the spring semester, Iowa Central Community College offers a Competition Day for the Industrial Technology, Health Sciences, and Business Departments.

- This year's Business Competition Day was held April 10. Over 300 juniors and seniors (100 percent increase from 2002) participated in 19 different contests, including Webpage Design, Accounting, and Computer Applications. Each first place winner was awarded a \$100 scholarship. In addition, a \$500 scholarship was awarded to a student who planned to major in Business at Iowa Central and who wrote a winning essay about his/her goals for the future. Each year, the high school teachers are invited to review the contests and make recommendations for next year's events. Karaoke, food, and interaction among the high schools make for a very exciting day!
- Health Science Competition Day had nearly 90 high school students from 14 schools participate. Eight different competitions are held, including the anticipated "Quiz Bowl." Each first place winner received a \$100 scholarship. Others competed for many scholarships, including a \$500 Health scholarship that involves writing a paper about why they would like to enter the health field.
- For the Industrial Technology Department's Competition Day, approximately 153 students representing 21 high schools from our nine county area, participated in one or more of the 15 testing areas. The students had an opportunity to apply the knowledge and skills they had acquired from their dual credited vocational classes, while competing for scholarships and prizes. Approximately 375 students took pre-tests to qualify for the final testing on March 27th. Competitions were held in the following areas: Automotive Technology, Basic Electronics, Residential Wiring, Carpentry/Commercial Construction, Computer Networking-CISCO, Computer Networking-Advanced CISCO, Residential Wiring, Computer Numerical Control, Introduction to AutoCAD, Blueprint Reading, Lathe, Shop Operations, and Welding – SMAW, GMAW, GTAW, and OXY-Fuel Welding. The top three students testing in each area received a medallion, along with a scholarship to Iowa Central for the program they tested in. First place winners received \$200 scholarships, second place winners received \$150 scholarships, and third place winners received \$100 scholarships. Each program also awarded prizes donated by sponsoring companies from the area.

Iowa Central Community College is committed to a recruitment program to encourage students in and out of Iowa to enroll in targeted industry cluster programs by the following activities:

- Provide targeted industry cluster program information via the Internet.
- Conduct campus/program tours for students.
- Conduct Career Days at high schools throughout the state.
- Conduct fairs, workshops, and seminars to raise awareness for traditional and non-traditional students.
- Provide scholarships to prospective students.

Iowa Valley Community College District (IVCCD)

Iowa Valley Community College District (IVCCD) has been involved in a variety of industry-related recruitment activities as a part of the overall recruitment plan. Curriculum guides with specific information about industrial programs have been developed and are distributed to interested students. The guides list program and course information, as well as testimonials from students within each field and potential employment opportunities. There are advisory boards within the industrial programs that provide critical information and promote continued improvement to meet industry demands. The district's Enrollment Services and Academic Services Divisions teamed up this year, to travel to local school districts and foster articulation and recruitment for Career Academies.

Hawkeye Community College (HCC)

- Recruited individuals, traditional and nontraditional, to enter career education areas showing the greatest need for employment; i.e., manufacturing, health occupations, and skilled trades.
- Initiated Tech Prep offerings to encourage high school students to explore career fields and take articulated courses that will enhance their college opportunities.
- Offered retraining to employees of local businesses and industries.
- Provided information to displaced workers about new career opportunities and training.
- Worked closely with Workforce Development staff in addressing employment opportunities and needs for business and industry.
- Explored the option of not charging out of state tuition to residents in neighboring states.
- Initiated an evening section of nursing to meet overflow demand. Established the Exploring Health Careers Consortium [EHC2] to assist in meeting nursing demands.

Eastern Iowa Community College District (EICCD)

Approach

Eastern Iowa Community College District (EICCD) has a marketing and recruitment plan to attract students to vocation and academic transfer programs, including mailing, meetings, media advertising, individual student mailings, and telephone calls.

Current Activities

College operational goals include targeting recruitment activities by vocational technical program, including individual program Career Nights, a Career Day for high school students, luncheons for high school counselors, and high school teacher and student visits done by career technology program coordinators and faculty.

The MTC programs customize training and noncredit computer courses to serve statewide and regional educational needs in advanced manufacturing.

A new weekend nursing program will begin this fall with cooperation of local health care providers to attract working adults or second career students to address the regional nurse shortage. Recruitment activities include, program information to nursing homes and health care providers, and letters to individuals who have completed the Licensed Practical Nurse (LPN) program in the last five years to encourage them to complete the Registered Nurse (RN) program through the new weekend delivery.

Kirkwood Community College (KCC)

A National Science Foundation grant has been submitted and designed to develop a model for encouraging more students to pursue Science, Technology, Engineering, and Mathematics (STEM) careers.

Des Moines Area Community College (DMACC)

In addition to the comprehensive institutional recruitment program, DMACC identified the following recruitment goals for 2003:

- Increase the numbers of shared programs to high school students who continue their enrollment in vocational education at the college level.
- Develop stronger ties to General Education Development (GED) students and students involved in the Youth At-Risk program to expose them to opportunities in targeted industry programs.
- Emphasize targeted industry programs during high school visitations, college fair presentations, campus tours, and specialized community marketing events.
- Work with the Student Development Office to assist in working with dislocated workers and community social service agencies, including Vocational Rehabilitation and Workforce Development.
- Expand Discover DMACC Days to include activities in career planning and informational meetings with program Chairs.

Des Moines Area Community College (DMACC) initiated a Saturday Career Academy (Career Expo) that provided hands-on experiences to expose middle and high school students to DMACC programs that lead to careers in high demand targeted industry clusters (Health, Legal/Law, and Information Technology).

DMACC/SCAVO internship initiative mentioned previously in this report was supported by local businesses.

Western Iowa Tech Community College (WITCC)

Recruitment into Western Iowa Tech Community College's Allied Health area is so successful that the college has a waiting list in most programs.

A goal of the Midwest Center for Information Technology Consortium is to increase the numbers of students in the Information Technology program areas.

Iowa Western Community College (IWCC)

- Increased the current Area Education Agency XIII high school penetration from 21 percent (fiscal year 2001-2002) to 26 percent. Iowa Western Community College will continue to seek strategies for deeper penetration to meet fiscal year 2004 goal of 30 percent.
- Iowa Western Community College hosted an annual Industrial Education Day, and invited all area high schools and other prospective students.
- Iowa Western Community College hosted a Career Day for area (Iowa/Nebraska) high school students. This year, 1,200 students attended.
- Iowa Western Community College presented informational meetings at area businesses to promote programs and courses. Examples: Lozier Industries, NSK/Lisle Corporation, and Cox.

Southwestern Community College (SWCC)

Targeted Industry Cluster Programs

Southwestern Community College's initiatives in Nursing, Business Systems Networking, Manufacturing Technology, and Professional Ag Application provide area students access to current technology and attract students from outside the merged area. Substantial investments in science facilities have supported courses in Chemistry and Biology. Southwestern continues development of program and facilities in health care science, advanced agricultural (Professional Ag Applicator) techniques, computer systems and networks, and industrial processes (Electromechanical Technology).

The college aggressively recruits in these areas through visits to high schools, college sponsored visitations and tours, Nontraditional Career Days, radio and newspaper ads, personal contacts made by instructors and recruiters, collaborative efforts with the area Workforce Development offices, and the annual College Employment Fair.

Steel Plus

Southwestern Community College is one of three training sites in North America for the Steel Plus Technology Network, Structural Steel Detailing Program. The partnership between Southwestern and the Steel Plus Network is to assist in addressing a shortage of qualified steel detailers. This recruiting, training, and placement program offers students excellent opportunities for employment. The eight-week summer program includes classroom, laboratory, on-site experiences, provides industry requested training, and is an enhancement to Southwestern's current two-year curriculum in structural drafting with emphasis in steel detailing.

Indian Hills Community College (IHCC)

- The Advanced Technology Division staff communicates directly with high school teachers and industry advisors in the dissemination of information concerning careers in technology and the training required.
- 1,633 letters were mailed to high school teachers, including a list of companies that have hired IHCC graduates and an invitation to visit the IHCC campus. The letters were sent in eight separate mailings specific to the teacher's technical discipline.
- One hundred thirty five letters were mailed to high school Agricultural and Biology teachers in southeast Iowa. The letters included an invitation to work toward articulating a biotechnology course and tour of new Iowa Bioprocess Training Center.
- Four hundred twenty five letters were mailed to high school counselors inviting them to tour the new Iowa Bioprocess Training Center. The letters were mailed to counselors in Iowa, Illinois, and Missouri that the Recruitment/Marketing Department had visited.
- Indian Hills Community College provided a booth at the Iowa Association of Agricultural Educator Conference and the Iowa Industry and Technology Educator Conference.
- The industry advisors arranged six high school career fairs to recruit IHCC graduates.

Southeastern Community College (SCC)

Through the Workforce Center, the Center for Business and Industry Services (CBIS) provides information on targeted industry cluster programs to those interested in returning to classroom training.

CBIS cooperates with area school-to-career initiatives that highlight targeted industries.

CBIS provides information to dislocated workers on short-term re-skilling programs designed to return them to the workforce.

See Southeastern Community College response for Goal 5, Initiative B.

Goal #3:

Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative A:

Establish a mechanism to identify the two- to five-year projected increases in costs of Iowa's system of community colleges.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative A: Establish a mechanism to identify the two- to five-year projected increases in costs of Iowa's system of community colleges.

Department of Education
Iowa Association of Community College Presidents (IACCP)/
Iowa Association of Community College Trustees (IACCT) Response

Joint response from the Department of Education and the Iowa Association of Community College Presidents:

The Department of Education, working in cooperation with the Iowa Association of Community College Presidents, has developed consistent reporting procedures for all revenues and expenditures of the community colleges of Iowa. The availability of this data has allowed the Department of Education to issue reports on historical trends regarding community college revenues and expenditures. This historical information allows users to project future revenues and expenditure increases based on past history. Users also recognize that there will always be certain unpredictable events, such as early retirements and job market conditions that incorporate elements of uncertainty into the process of predicting future needs of the community colleges of Iowa.

System-Wide Responses
Contributed by
Community College Liaison Groups

Iowa Association of Community College Business Officers

The Iowa Association of Community College Business Officers met September 19 and 20, 2002 and again May 22 and 23, 2003, for the purpose of common benefit for the community colleges of Iowa. The agenda for these sessions include input from the 15 colleges, as well as central planning by the current officers. It is generally felt to be of mutual benefit to hold these sessions for updating membership on Department of Education reports, for understanding current legislative issues relative to community college funding, and to seek standardization for understanding of GASB accounting.

Discussion has included common data and statistics among the community colleges, the sample audit report from the State Auditor's Office including changes due to GASB 34/35, issues of teacher licensure and the creation of staff development plans, new continuing professional education requirements for CPAs, postsecondary education option (PSEO) requirement and funding issues, Perkins Pell counts, GASB 34/35 and GASB 39, and refundable advances on student loans.

This group of Business Officers, serving as liaisons from the authority of the IACCP, felt they had an informative and successful year. It would be encouraged that meetings of this nature should continue for the common welfare of the Iowa community college system.

Community College Responses

Northeast Iowa Community College (NICC)

Significant enrollment increases at Northeast Iowa Community College (NICC), which are expected to continue for the next two to five years, has allow the college to increase its average class size which reduces the cost per student contact hour. Also, NICC on average continues to maintain its competitive price advantage since increases at local private and public institutions have greatly exceeded NICC's tuition increases.

North Iowa Area Community College (NIACC)

No response.

Iowa Lakes Community College (ILCC)

No response.

Northwest Iowa Community College (NCC)

No response.

Iowa Central Community College (ICCC)

Financial Resources

In 2001, Iowa Central Community College (ICCC) developed a three-year strategic plan to address resource development and allocation. The college has a system in place to identify approximate cost increases in salaries, infrastructure, and technology. With regard to salaries, the college has utilized a four to five percent annual increase as a guide to project salaries. Because the college has already utilized the retirement incentive plan and because the college expects stable to increased enrollment, there is no room for staff cuts. Therefore, four to five percent annual increases in salaries accurately projects salary costs for each of the next two to five years.

The college has developed both four-year infrastructure and technology plans to forecast needed expenditures in each of these areas. Utility costs are planned based on reviewing previous year costs.

The issue confronting community colleges is funding these additional costs. The lack of state funding the past four years, coupled with the significant projected revenue reductions in property taxes, leave colleges in the state in a very desperate position and will impede their ability to compete on a national level.

Iowa Valley Community College District (IVCCD)

Since wages and benefits typically comprise 65 to 70 percent of the expense budget, the single most influential factor is the collective bargaining settlement trend. The cost of health insurance has a direct effect on the wage component of the settlement agreement. The higher the insurance increase, the lower the wage increases. Unfortunately, the settlement trend has no relationship to resources. Absent adequate state aid and minimal growth in property valuations, the only remaining variable is tuition. The mechanism regarding tuition increases is to continue to stay below the Regents and be competitive with our peers without sacrificing quality.

The balance of IVCCD's cost increases is driven by inflation and growth in programming or services. Unfortunately, the lack of adequate resources can cause a reduction in services or an inability to respond in a timely fashion to local community educational needs.

Iowa Valley Community College District already maximizes the limited financial and human resources available. The tuition rate is among the highest of the community colleges. Our property taxes are also among the highest, both in terms of the tax rate per \$1,000 of valuation and in terms of the utilization of fixed and variable rate levies. Only the general obligation bond is not utilized. Because the tax base is small compared to our peers, higher tax rates do not necessarily generate higher tax revenue.

Iowa Valley Community College District believes a better strategy with regard to long range planning of costs, is to concentrate on resources that will be needed to cover these costs. They are driven from need and inflation, as well as settlement trends. State aid is no longer reliable even within a fiscal year, much less into the future. There is a history of de-appropriations that is more predictable than adequate funding. Grants become a useful tool in addressing specific local needs. Partnerships with business and industry, K-12, privates, regents and other public agencies help maximize limited resources and avoid duplication. Local capital campaigns and passage of a general obligation bond are options to consider. Marketing is an important aspect, which communicates to our students and community the opportunities available.

Again, the best method of maximizing our financial and human resources is to explore both the tried and true, as well as new and innovative sources of revenue, while staying in touch with and responding to community needs.

Hawkeye Community College (HCC)

No response.

Eastern Iowa Community College District (EICCD)

Approach

At this time, EICCD has not established a mechanism to identify two and five year projected increases in costs of Iowa's system of community colleges.

Kirkwood Community College (KCC)

No response.

Des Moines Area Community College (DMACC)

Community college education cost is directly tied to salaries, which comprise 77 percent of the general fund budget, and the number of credit hours taught. Any estimate of these factors will provide a projection of future cost.

Western Iowa Tech Community College (WITCC)

In light of the uncertainty of legislative funding, two to five year budgetary projections are difficult. Western Iowa Tech Community College is setting practices in place that will increase the flexibility and efficiency of the operation.

Iowa Western Community College (IWCC)

No response.

Southwestern Community College (SWCC)

No response.

Indian Hills Community College (IHCC)

No response.

Southeastern Community College (SCC)

No response.

Goal #3:

Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative B:

Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative B: Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.

Department of Education Response

Tuition Costs and Available Financial Aid

- **Tuition and Fees Reports** - Tuition and Fees Reports are issued every year. The report compares, on a college-by-college basis, the tuition and fees charged. The report also compares Iowa's community colleges to national figures. Limited financial aid data are included in the Condition of Community Colleges Report. Both reports are available at the Department of Education's web site at www.state.ia.us/educate/ccwp/cc/reports.html.

Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response

State support levels during the past decade have simply not kept pace with enrollment growth in our community colleges. The dwindling levels of state support have been amplified during the past three years due to a major downturn in the state's economy. As the result, tuition levels in the community colleges of Iowa have risen rather dramatically in recent years. In fiscal year 2002, the percent of revenues from tuition and fees surpassed the percent of State General Aid as a percent of operating revenues on average for our state's community colleges. It was also noted in the fiscal year 2004 Certified Budget Report, that most community colleges were experiencing an increase in the percentage and amount of loans students are contracting for.

Community College Responses

Northeast Iowa Community College (NICC)

- **Restructured Administration** - This was accomplished to reduce expense and support growth areas of NICC and its infrastructure.
- **Foundation Fund Raising** - In 2000, NICC went over \$1,000,000 in its scholarship funds for the first time. Northeast Iowa Community College annually increases the amount of scholarships and match given to students and programs, such as increased loan lending and Dollars for Scholars.

North Iowa Area Community College (NIACC)

- **Tuition Study** - A tuition comparison report is prepared every year, identifying the cost of tuition and fees at all Iowa community colleges, as well as the Regents' institutions. North Iowa Area Community College's goal is to remain in the middle range compared to other community colleges, and to widen the difference between community college and Regents' tuitions and fees. The student Senate is asked to represent the students' opinions about tuition increases. Information is prepared for them, which identifies increases in Pell grants and other forms of government assistance. The college's goal is to keep tuition increases below the increase of federal grants.
- **Scholarship Support** - In addition to federal support for students, scholarship support through the NIACC Foundation has increased over time by aggressively pursuing donors who may be inclined to endow a scholarship in their name. Fund raising through the athletic department has also increased to provide scholarships to student athletes. Presidential and trustee scholarships (automatically awarded through American College Testing scores) are renewable by maintaining a certain grade point average.
- **Accelerated Career Education (ACE)** – North Iowa Area Community College has taken advantage of special funding opportunities offered through the student support services grant and through the state's ACE program.

See North Iowa Area Community College's response for Goal 3, Initiative E.

Iowa Lakes Community College (ILCC)

Finance

- Implemented FACTS tuition management payment plan.

Foundations

- Strive to increase the number of scholarships and funds available to Iowa Lakes Community College students and programs.
- Continued to increase the number of scholarship applicants through mailings, counselor contacts, community awareness, and the Internet application process.
- Assisted students to realize their educational goals by increasing the number of scholarships awarded each year to traditional and nontraditional students.
- Expanded student scholarship opportunities by establishing awards in memory of noteworthy individuals, businesses, and organizations.

Northwest Iowa Community College (NCC)

- **Establishment of Tuition-Cost** - The NICC Board of Trustees annually sets tuition and fees for the next fiscal year. Prior to taking Board action, information relative to tuition costs at other community colleges, four-year colleges, and universities is reviewed. The Board of Trustees is also provided information about scholarship opportunities, work-study resources, and availability of grants.
- **Fund Raising** – Northwest Iowa Community College completed a fund raising campaign. One of the areas receiving support is scholarships.
- **TRIO** - Provided additional scholarships to their participants this past year.

Iowa Central Community College (ICCC)

Physical Resources

In 1995, Iowa Central Community College (ICCC) had the highest tuition rates in the state. We reduced the rate \$10.00 per credit hour. The college now has one of the lowest tuition rates in the state. Currently, ICCC is in the bottom third of the state in tuition rates.

The college has expanded the number and amount of scholarships to assist students.

<u>Year</u>	<u>No. Of Awards</u>	<u>Amount</u>
1998-1999	821	\$340,262
1999-2000	870	\$557,009
2000-2001	1,145	\$587,493
2001-2002	1,010	\$519,717

Iowa Valley Community College District (IVCCD)

Every effort is made to keep tuition increases to a minimum and in line with what financial resources are available. IVCCD staff continually strives to increase the scholarship funds that can be offered to students. Each financial aid package to students is customized to ensure that funds are distributed equitably so that access to higher education is within the reach of every student.

Hawkeye Community College (HCC)

- Continuously reviewed and reexamined tuition costs in view of current state funding projections and in an effort to keep educational access affordable.
- Increased scholarships for students.
- Standardized Foundation scholarship application and selection process.
- Awarded Foundation scholarships in a timely manner, to be included as part of an initial financial aid award package.
- Continued to improve outreach activities to educate students on financial aid policies and procedures, scholarship availability, and other aid related information.

- Developed informational materials to inform current and potential students, of financial aid resources as well as increasing their knowledge of guidelines and requirements for receiving financial aid.
- Located financial aid information in various locations around campus.
- Continued debt counseling with students and assisted them with the development of a yearly expense budget.
- Evaluated leveraging options of grant programs to assist as many needy students as funding will allow.
- Offered alternative loan options to students with debt counseling requirement.
- Funding from the Iowa State Loan Liquidity Corp. in the amount of \$5,000 to enable the hiring of a web designer to assist in the development of a Financial Aid website that is user friendly.
- Funding from the Iowa College Student Aid Commission in the amount of \$15,000 for a Default Reduction Grant to enable the development of a Loan Exit seminar and brochures and employ a default manager.

Eastern Iowa Community College District (EICCD)

Goals and Objectives

Initiative B is included in the EICCD Goal 1: Access: *The EICCD provides life-long learning opportunities to meet the academic, economic, cultural, and social needs of the community*; and in the EICCD Goal 8: Resource Management: *The EICCD assures institutional accountability through effective and efficient utilization and development of resources.*

Approach

Tuition costs are reviewed *vis-à-vis* local and state support. Business and district processes are evaluated continually to contain costs without compromising quality in services.

Current Activities

When positions open through retirement, reassignment, or attrition, they are reevaluated before filling. Financial aid payment options were reexamined and the FACTS tuition payment program was instituted this past year to offer more payments options for students.

The district actively searches and obtains other funding sources, such as federal and state grants, as well as from other agencies, for students to assure continued access for all students. The increased Iowa Vocational Technical Tuition Grant award enabled eligible students to receive larger amounts.

Currently EICCD's tuition is the lowest of any Iowa community college. This past year, its tuition increase (4 percent) was the lowest percent increase in the Iowa system of community colleges.

Kirkwood Community College (KCC)

The college will raise tuition by \$5.00 a credit hour this coming year in response to the continued lack of adequate state general aid support. Tuition income now represents 55 percent of Kirkwood's general operating fund revenue, with state general aid dropping to 34 percent. Kirkwood's tuition, however, ranks among the lowest of Iowa's community colleges. The college is committed to remaining in the lower quartile of community college tuition rates.

In fiscal year 2003, 45 percent of Kirkwood's students received some form of financial aid assistance. Federal financial aid programs provided \$24,400,627 in support. All student financial aid totaled \$28,790,382. Of that amount, the Kirkwood Foundation provided \$725,200 in financial assistance to 604 students in fiscal year 2003. The Kirkwood Foundation continues to make student financial aid its highest priority, especially for those students in greatest need.

Des Moines Area Community College (DMACC)

As a percent of total budget, both state general aid and property tax have been decreasing since 1992 and has been offset by higher tuition rates. The Board of Directors seriously takes their responsibility to provide appropriate levels of service and agonize over the opposing need to maintain low tuition rates for student access and the need to raise tuition to offset the steadily decreasing amounts of state and local government funding.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College regularly revisits its sources of revenue in order to derive tuition levels. The goal remains to be at the tuition median among all Iowa community colleges. Western Iowa Tech Community College currently ranks at that approximate point. The college's tuition increase was comparable to the increases of the other community colleges. The college's major gift campaign included a large component supporting student scholarships.

Iowa Western Community College (IWCC)

- Secured a special grant through Student Support Services/TRIO programs to provide scholarship money for students in need of financial assistance.
- Iowa Western Community College participated in federal, state, veterans, Iowa National Guard, and other state programs to provide comprehensive financial aid packages.
- Iowa Western Community College hosted a Financial Aid Day for all current and prospective students. Local, state, and agency resource people were available to assist students with their financial needs.
- The Financial Aid department expanded office hours to cover four evenings a week, making access more available to working students.

Southwestern Community College (SWCC)

Accelerated Career Education (ACE)

Funds available through the ACE legislation have assisted with new programs, including Nursing, Professional Ag Applicator, Business Systems Networking, and Manufacturing Technology. Accelerated Career Education (ACE) funding has allowed Southwestern Community College to work with private business and industries in a new and innovative manner. ACE provides an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support, have aided with funding needed to initiate and operate technology-based programs. Scholarships provided by the private and business partnerships provide students willing to make the commitment (program completion and three years employment) with tuition, fees, and texts.

Scholarships, Fundraising

Shortfalls in state general aid have forced significant increases in tuition and fees in recent years. Southwestern Community College district includes five, of the ten, poorest counties in Iowa. Therefore, as a method to address the state aid shortfall, the college has undertaken a major gifts campaign. Identified as a primary need for the college, a major goal of the campaign is to establish an endowment to generate additional scholarship funds. This goal was reconfirmed by recent strategic planning, an area-wide needs assessment, and in discussion with the Board of Trustees.

The college also made the decision in the past year to allocate bookstore profits to scholarship funding for students. This decision has resulted in an additional \$80,000 in scholarship funds, of which the college has made available to students of all income levels.

Tuition Increases

Because of the state aid funding shortfall and health insurance increases, Southwestern Community College has been left with no other alternative in the past two years than to make recommendations for significant tuition increases. However, before these recommendations were made, thorough studies were conducted to compare the tuition increases with other community colleges and regent universities and assess the institutions needs for the minimum increase needed to continue offering the quality of programs expected by our students. Southwestern Community College remains the best value in our area for student access to higher education.

Indian Hills Community College (IHCC)

Each year, Indian Hills Community College examines and monitors all sources of financial aid (scholarships, grants, etc.) and sets tuition at the lowest rate possible to cover expenses.

Southeastern Community College (SCC)

No response.

Goal #3:

Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative C:

Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative C: Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.

Department of Education Response

Community College Funding Mechanisms

- Community College Funding - A funding report titled, Iowa Community Colleges, Status Report on Community College Funding was taken to the State Board of Education in May 2003. This report updated the State Board on the current financial status (Fiscal Year 2002) of the community colleges, providing for point-in-time and trend information.

Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response

As mentioned earlier in this report under Goal #3, Initiative B, the percent of general state aid as a percent of the colleges' general operating fund has declined rapidly. In addition, revenue from local support, on average, is now less than six percent of local operating budgets. This compares to an average of over 34 percent for community college operating funds in the neighboring states of Illinois, Kansas, Missouri, Nebraska, Wisconsin, and Iowa.

System-Wide Responses Contributed by Community College Liaison Groups

Iowa Association of Community College Business Officers

The Iowa Association of Community College Business Officers met September 19 and 20, 2002 and again May 22 and 23, 2003, for the purpose of common benefit for the community colleges of Iowa. The agenda for these sessions included input from the 15 colleges, as well as central planning by the current officers. It is generally felt to be of mutual benefit to hold these sessions for updating membership on Department of Education reports, for understanding current legislative issues relative to community college funding, and to seek standardization for understanding of GASB accounting.

In September, Michelle Tosel represented the department. She explained a revised document section, which includes the search for common data and statistics. She also shared a sample annual audit report from the State Auditors Office. Included in Michelle's information were new issues on licensure and the need for the creation of staff development plans. Also for the common good of the membership, the discussion of continuing professional education requirements for certified public accountants was handed out.

Jerry Fitzgerald, a contract lobbyist who discussed the grass roots campaign that Iowa community colleges would be embarking on, reviewed legislative issues. Discussion by Eric Heitz from the Department of Education regarding funding and contracts for Postsecondary Education Option (PSEO) classes was beneficial. Further discussion included a review of current software for administrative support that several of the colleges are searching for, as the Kirkwood software group winds down.

At the spring session, Michelle Tosel again represented the Department of Education (DOE) and distributed information on year-end report manuals and her efforts to coordinate the data from all 15 community colleges. The DOE, through Beverly Bunker, gave a preliminary report on Perkins funding and the Vocational Pell account. The State Auditor's Office report by Andy Nielsen and Pam Bormann provided sample audit reports for 2003 and answered questions and concerns regarding GASB 35 and 39. They also had a handout for refundable advances on student loans. Changes on the sample audit report were reviewed with all 15 colleges present.

An interesting keynote speaker for this session was the Assistant Adjutant General for the Iowa National Guard, who gave a presentation on how the National Guard and Iowa community colleges can collaborate to assist students in programs and financial aid.

Legislative issues were given an overview by David Palmer and importantly included common insight into the Iowa Value Funding.

This group of Business Officers serving as liaisons from the authority of the Iowa Community College Presidents (IACCP), felt they had an informative and successful year. It would be encouraged that meetings of this nature should continue for the common welfare of the Iowa community college system.

Goal #3:

Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative D:

Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative D: Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.

Iowa Association of Community College Presidents (IACCP)/
Iowa Association of Community College Trustees (IACCT) Response

The Chronicle of Higher Ed Almanac Edition recently reported average salaries of full-time faculty members in two-year institutions. Averages reported for Iowa and the nation are as follows:

Iowa	\$38,750
National	\$48,240

Iowa's average is \$9,290 less than the national average, which is well below the national average for full-time, two-year faculty salaries. There were 1,965 full-time faculty positions in the community colleges of Iowa during fiscal year 2002. If we multiply the number of faculty times the amount below the national average, we arrive at an amount of \$18,254,000 that would be needed in additional funds if salaries for full-time community college faculty in Iowa were to be brought to the national average.

Goal #3:

Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative E:

Seek support from business and industry for program development and student assistance.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative E: Seek support from business and industry for program development and student assistance.

Community College Responses

Northeast Iowa Community College (NICC)

- **Respiratory Care Program Support from Business** - Several medical facilities pledged financial support to maintain the respiratory program at the Peosta campus.
- **John Deere** - NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program
- **Surgical Tech Agreement with Kirkwood Community College (KCC)** – Northeast Iowa Community College has joined a number of community colleges to offer this Kirkwood Community College program on the NICC campus. Ten NICC students take courses at the NICC campus and by the Iowa Communication Network (ICN) at Kirkwood for training in this career field.

North Iowa Area Community College (NIACC)

- **Increasing Access through Scholarships** - Over 200 NIACC students benefit each year from NIACC Foundation scholarships made possible through the generosity of individuals, organizations, and businesses. Numerous local companies help increase north Iowans access to higher education through their annual and endowed gifts. The NIACC Foundation will raise additional funds for student scholarships and program development during a fall 2003 dinner auction sponsored by several local businesses in celebration of NIACC's 85th anniversary.
- **Enhancing Cultural Opportunities in North Iowa** - Each year, NIACC brings a myriad of cultural opportunities to north Iowa through the NIACC Performing Arts and Leadership Series. The series, which features a diverse lineup (from Broadway musicals and children's productions to hot new artists and Nobel Peace Prize winners), is made possible through grants, as well as sponsorships by more than 15 local businesses. The NIACC Foundation is in the midst of a \$1 million dollar fund-raising campaign for the renovation and improvement of the North Iowa Community Auditorium, home to the NIACC Performing Arts and Leadership Series and countless community performances and activities. Local foundations, businesses, organizations, and individuals are supporting the project.

- **Supporting Entrepreneurial Development** - The NIACC John Pappajohn Business and Entrepreneurial Center is supporting new business ventures in north Iowa through the Wellmark Venture Capital Fund and the North Iowa Venture Capital Fund, LLC. Wellmark Blue Cross and Blue Shield has invested \$1.25 million over five years, which will allow NIACC to assist approximately 30 local entrepreneurs. In addition, the NIACC John Pappajohn Business and Entrepreneurial Center is soliciting local individuals, banks, and companies to create a private equity venture capital fund comprised of 25-40 angel investors to improve the quality and quantity of private investor activity in the north Iowa area. The North Iowa Venture Capital Fund, which will be capitalized at \$1.5 million, will be ready to begin investing into equity ventures by fall 2003. The college is providing administrative support for the management of both funds.

Iowa Lakes Community College (ILCC)

Foundations

- Strive to increase the number of scholarships and funds available to ILCC students and programs.
- Expanded student scholarship opportunities by establishing awards in memory of noteworthy individuals, businesses, and organizations.

Northwest Iowa Community College (NCC)

- **Program Initiation** – Northwest Iowa Community College (NCC) started its Associate Degree Nursing (ADN) program this past fall. The ADN program, which had been offered to NCC students for over a decade as a result of a cooperative agreement with Western Iowa Tech Community College (WITCC), was dropped by WITCC because of financial constraints. To assist the college in starting this program, local health facilities stepped forward to donate \$173,000 in scholarships and clinical staff time to be donated over the next five years.
- **Scholarships** – Northwest Iowa Community College (NCC) students benefited last fall from \$83,000 in scholarships provided by the NCC Foundation. These scholarships are possible only because of the generosity of individuals and businesses that support NCC and are cognizant of the financial needs of students. Support for student scholarships from business and industry include the following: Med Equip, Cornbelt Power Cooperative, CS Agrow, Inc., Pella Rolscreen, and Premier Bank.
- **Program Equipment** - Advisory committee members and business and industry representatives, because of their genuine interest in the success of the program and their direct connection with industry, are often in a position to provide donations of equipment from their company, or have sold equipment to us at a significant discount. Some examples include:
 1. Electric motors for the Electrical/Instrumentation programs.
 2. Metal supplies for the General Machining program.
 3. Electronic equipment for the Instrumentation program.
 4. Poles, transformers, and other supplies to the Powerline program.
 5. Heavy equipment to the Heavy Equipment program.

- **Industry Sponsorship of Students** - As budgets have become tight, there has been hesitancy on the part of some local school districts to allow students to enroll in jointly administered technical programs because of the costs to the district. The Tech Prep coordinator has developed an agreement with Interstate Controls, Interstate Electric, A&I Machining, and Rozenboom Machining to provide financial support for approximately one-half of the tuition to local high schools for their students to enroll in the Electrical Technology, Industrial Instrumentation, and General Machining programs.
- **Major Gift Campaign** - The Northwest Iowa Community College (NCC) Foundation completed its second Major Gifts campaign. The “Shaping Futures Campaign” for NCC secured \$1.3 million in cash pledges and equipment from the private sector to support the learning process at NCC.
- **Accelerated Career Education (ACE) Grants** - For the past three years, the college has succeeded in obtaining ACE grants as a result of business and industry willingness to work with the college. The college is currently reviewing plans for an expansion to offer additional nursing classes.

ACE Business and Industry Support Towards Technology Building Expenses:

1. Wells Dairy – LeMars, IA
2. VT Industry – Holstein, IA
3. Interstates Control Systems – Sioux Falls, SD
4. Interstates Electric and Engineering – Sioux Center, IA

ACE Business and Industry Support for General Machine Renovation and Equipment:

1. A & I – Sheldon, IA
 2. DEMCO - Boyden, IA
 3. Groschopp – Sioux Center, IA
 4. Rosenboom Machine & Tool – Sheldon, IA
- **Clinicals /Internships** - On-the-job training is an important part of many programs at the college. The following programs include the opportunity for students to gain experience in internships: Mechanics, Nursing, Electrical, and Secretarial.
 - **Rural Electric Company (REC) Revolving Loan** – Northwest Iowa Community College (NCC) was pleased to obtain a \$200,000 revolving loan for remodeling to update programs in the trade and technology area.
 - **Instructional Equipment Grants** - The NCC Foundation awarded \$50,000 toward instructional equipment needs for technical programs through a grant process. These funds were raised through industry that support the college.
 - **Title III Match** - The NCC Foundation contributes a \$20,000 match to the Title III Strengthening Institutions Endowment. These funds were secured through the private sector.

Iowa Central Community College (ICCC)

Financial Resources

The following chart shows the amount of award/gifts given for scholarships through the Foundation the last three years.

SCHOLARSHIPS THROUGH THE FOUNDATION:

AWARDS/GIFTS	2000-2001	2001-2002	2002-2003(thru May)
Gifts	\$63,858.34	\$76,053.64	\$186,028.42
Awards-General	\$109,225.00	\$128,575.00	\$107,165.00
Gifts-Restricted	\$3,313.61	\$9,800.00	\$8,530.22
Awards-Restricted	\$11,994.90	\$8,950.00	\$4,020.00
Gifts-Endowments	\$213,499.93	\$227,295.28	\$374,225.05
Awards-Endowments	\$.00	\$.00	\$.00

Several companies have donated equipment to the Industrial Maintenance-Mechanical Maintenance program. Some of the companies that have donated equipment to the college are Ball Plastic Container Operations, Fort Dodge Animal Health, Electrolux, Snap On Tools, Celotex, Howard Discher, Bodholdt, Brothers, and Advanced Heating and Air Conditioning.

Iowa Valley Community College District (IVCCD)

The district actively seeks support from business and industry through Accelerated Career Education (ACE) partnerships, on-the-job training placement, career and technical program scholarships (through the Foundations), and through placement of students in health occupation clinicals. Advisory committee members from local business and industry actively give input into career/technical programming.

Hawkeye Community College (HCC)

- Worked with local Metro Hospital Association to establish funding for EHC2.
- Worked with John Deere to finalize curriculum for Mechanical Emphasis in Electronics Engineering Technology.
- Offered funded apprenticeship training to employees of John Deere.
- Continued to utilize expertise from program advisory committees in regard to curriculum and equipment/technology.
- Continued partnerships and working agreements for leasing farm equipment, as well as procuring equipment donations in various programs, e.g. Industrial Tech, Power, etc.
- Surveyed employers of work experience/coop/graduating students.
- EMC2 and EHC2 are consortia of business and education partners referenced above. The businesses and health care providers contribute financial, human, and worksite resources to ensure the success of the partnership.

Eastern Iowa Community College District (EICCD)

Approach

The EICCD seeks support from business and industry for program development and student assistance through community contacts and grant programs.

Current Activities

All vocational career programs have community Advisory Committees that meet regularly and provide information and contact for program curriculum development and student internships and field experiences. The district currently has an Endowment Challenge Grant, which matches funds for endowment programs at Clinton, Muscatine and Scott Community Colleges, and an Accelerated Career Education (ACE) program grant to create new facilities and to establish Muscatine Community College's Technical Studies/Manufacturing Technology programs.

Foundations and alumni associates at each of the colleges sponsor events and fundraisers, and actively work with community businesses and industry to obtain support for student programs and financial assistance.

Kirkwood Community College (KCC)

Rockwell Collins has committed \$300,000 over five years to support the development of a Career Edge Academy in Computer Programming, to fund a half-time electronics faculty position at a local high school, and to provide scholarships to students pursuing technology-related careers.

A \$728,000, two-year H1B grant from the Department of Labor will support the program development, faculty training, and implementation of the Information Systems Management Career Academy at over 20 high school locations, including two alternative high schools.

So far this year, Kirkwood has received \$2,599,260.95 from businesses (179) donors. The split for this includes \$502,550.94 for scholarships and \$2,096,710.01 for program support.

Des Moines Area Community College (DMACC)

- Business and industry contributed over \$400,000 for program development and student assistance.
- DMACC created a “Community Partner Award” to annually recognize the contributions of one business.
- Events are held on campus to bring together management teams from DMACC and business and industry to discuss areas of need and mutual interest.

Western Iowa Tech Community College (WITCC)

The college recently completed its first major gift campaign and receives Siouxland Chamber support for the *Midwest Institute of Advanced Training*.

Iowa Western Community College (IWCC)

- Identified and developed solutions to workforce development needs of Region XIII workers.
- Explored the possibilities of developing and implementing an Electronic Mentoring program in Region XIII.
- Formed alliances with real estate and insurance industry associations.

Southwestern Community College (SWCC)

Accelerated Career Education (ACE)

Funds available through the ACE legislation have assisted with new programs, including Professional Ag Applicator, Business Systems Networking, and Manufacturing Technology, and the expansion of the Nursing program. Accelerated Career Education (ACE) funding has allowed Southwestern Community College to work with private business and industries in a new and innovative manner. It provides an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Area Business and Industry

Area XIV business and industry have been very supportive of Southwestern Community College and its programs through participating in fundraising, scholarships, loan, or donation of equipment and involvement in program development. Several have been strong supporters and participants through annual scholarship programs, corporate sponsorships for fund-raisers, and working with graduates.

Steel Plus

Southwestern Community College (SWCC) is one of three training sites in North America for the Steel Plus Technology Network, Structural Steel Detailing program. The partnership between SWCC and the Steel Plus Network is to assist in addressing a shortage of qualified steel detailers. This recruiting, training, and placement program will offer students excellent opportunities for employment. The eight-week summer program includes classroom, laboratory, and on-site experiences, provides industry requested training, and is an enhancement to SWCC's current two-year curriculum in structural drafting with emphasis in steel detailing.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Structural Drafting Technology

The Southwestern Community College Structural Drafting Technology program has received \$250,000 worth of donated steel detailing software and \$1,500 to cover student expenses related to travel costs associated with on-site visits to companies.

Indian Hills Community College (IHCC)

Advisory Committees

The Health Occupations Division has worked with three area hospitals to develop scholarship programs for students pursuing a career in the health care field. Scholarship criteria were developed with the assistance of Indian Hills Community College staff. Scholarships are awarded annually.

Southeastern Community College (SCC)

The Center for Business and Industry Services (CBIS) regularly meets with business and industry advisory groups to seek input in the development of credit and noncredit programming.

260E and 260F administered by CBIS offers financial assistance to new and existing industries to train their workforce.

In regard to noncredit, CBIS responds quickly to assess need, design curriculum, and deliver training to area business and industry.

Three Accelerated Career Education (CNC, Industrial Maintenance, and Horticulture) programs received support from business and industry.

The TriState Ag Educational Foundation provides yearly scholarships for students to attend their first year at Southeaster Community College (SCC) in the Ag program. Foundation members include representatives from horticulture and turf management, ag chemical business, cattlemen and livestock farmers, Young Farms Association, Farm Bureau, swine producers, corn and soybean producers, ag finance, and ag program alumni.

Area auto dealerships provide vehicles and equipment for the Auto Collision/Technology programs.

An area manufacturing company provides metal supplies for the Welding program.

Goal #4:

Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative A:

Develop a set of agreed-upon performance indicators common to all community colleges.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative A: Develop a set of agreed-upon performance indicators common to all community colleges.

Department of Education Response

Performance Indicators

- Dr. Janice Friedel of the Department of Education and Dr. Robert Dunker, President of Western Iowa Tech Community College, are co-chairs of the Community College Performance Indicators Task Force. This task force is charged with formulating, pilot testing, and recommending to the community college Presidents and the State Board of Education, a set of statewide community college performance indicators. A set of draft indicators was presented to the State Board of Education in August 2002. The Department of Education is conducting a pilot test of the indicators, as well as the capabilities of the National Student Data Clearinghouse (NSDC) for tracking community college students who transfer to other postsecondary institutions. Contract negotiations with NSDC are occurring presently.

The Performance Indicators Task Force will be reviewing the results of the pilot tests and will be forwarding its recommendations to the Iowa Association of Community College Presidents and the Iowa Association of Community College Trustees in early Fall 2003. The final recommendations will be forwarded from the Department of Education to the State Board of Education following this review, for approval in December 2003. As requested by the State Board of Education, indicators data will be disaggregated by gender and minority group. An annual report of community college performance on the indicators will be submitted by the Department of Education to the State Board of Education beginning in 2004.

- Postsecondary Performance Indicators - The Carl D. Perkins Vocational and Applied Technology Act requires states to develop accountability systems that include performance measures and standards for postsecondary career and technical education programs. Core performance indicator accountability reporting is required on all students enrolled in all career and technical education programs offered in community colleges. The following table reports the actual and targeted performance levels (as negotiated with the United States Department of Education) for Iowa career and technical programs.

**FY 2001 PERFORMANCE AND FY 2002 ACTUAL AND TARGET
LEVELS OF PERFORMANCE
Postsecondary Indicators**

Subindicator Title	FY 02 Target Performance Level (expressed as percentage)	FY 02 Actual Performance Data (expressed as percentage)	FY 02 Actual vs. Target Performance Rating (Letter Value)
Academic Attainment	98.54	98.73	E
Vocational Skill Attainment	95.25	85.83	D
Diploma/ Credential	98.54	98.73	E
Placement	95.99	96.37	E
Retention	92.00	92.40	E
Nontraditional Participation	17.70	19.64	E
Nontraditional Completion	13.51	13.94	E

Legend: D - Did not meet, E - Exceeds, M – Met

If a performance indicator shows the negotiated performance level was not met, each indicator area must be addressed by the community colleges in their annual Carl Perkins Action Plan.

The focus of improvement strategies for the next academic year by the Iowa Department of Education will be in refining the data collection system, particularly in the special populations' categories and Tech Prep programs. Attention will be given to improving statewide processes to increase the validity and reliability of these data. Based on the data, the Iowa Department of Education will implement the following strategies for improvement.

- 1) Continue to refine the data collection process especially that used for Occupational Attainment. Engage the community college Career and Technical Education Deans and Directors in identifying a process to improve the reliability and validity of the data collected and submitted.
- 2) Continue to provide staff development to the field on data collection and submission to improve the reliability and validity of the data statewide.

Goal #4:

Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative B:

Collect, verify, and publish community college data through the use of the MIS system.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative B: Collect, verify, and publish community college data through the use of the MIS system.

Department of Education Response

Community College Data

- MIS System - The community college Management Information System (MIS) is an electronic data transfer and collection system that the community colleges and the Iowa Department of Education designed to meet the collective information needs of the system of community colleges, and federal and state reporting requirements. The MIS consists of five components:
 - 1) Credit Students, Demographics, and Enrollments
 - 2) Non-Credit Students, Demographics, and Enrollments
 - 3) Human Resources
 - 4) Fiscal
 - 5) Program and Course Information

All five components are operational and are undergoing review and revision. The Year-End Reporting Manual was updated during fiscal year 2002. The Uniform Financial Accounting Manual and the MIS Data Dictionary were also updated.

The significant reports that were developed and revised include:

- 2002 Fall Credit Enrollment Report
- 2002 Condition of Community Colleges Report
- Fiscal Year 2002 Year-End Report
- Fiscal Year 2004 Certified Budget Report
- Status Report on Community College Funding

A significant MIS related activity undertaken during fiscal year 2003 is the collective review of the non-credit reporting guidelines and consensus in definitions and eligibility of some types of these enrollments. This initiative included the Department of Education staff, a community college president, and the community college adult deans and directors. Recommendations have been reviewed and made by the community college presidents and forwarded to the department for consideration.

- Perkins Financial and Student Reporting - The Perkins financial and student reporting supplements the MIS system. It was developed into an on-line method in an effort to better serve the community colleges.

- Tuition and Fees Report - In addition to the financial reports prepared as listed above, each year there is a tuition and fees report prepared. Each community college is asked to update the tables for their current information, which is compiled into the tuition and fees report. The Iowa community college data is also compared against national data. Tuition information was also included in the Condition of Community Colleges Report. The report includes trends information regarding community college tuition and fees.
- Year-End Report - A Year-End Report, which includes enrollment and the financial information about the community colleges is completed annually. Reports may be viewed at <http://www.state.ia.us/educate/ccwp/cc/reports.html>

Some of the above financial reports utilize data that has been collected via the MIS system (Year-End Report, Condition of Community Colleges).

- The department is undertaking a significant review of the reporting process, including definitions utilized in the calculation for the Perkins distribution. Currently, the Perkins vocational Pell count is obtained from the Iowa College Student Aid Commission.
- The National Crosswalk Service Center - The National Crosswalk Service Center is researching and testing new standards that will change the way that electronic information is shared in the future. The center will be one of the primary producers of crosswalks and taxonomies. The National Crosswalk Service Center improves the quality of data moving into the electronic labor exchange systems nationwide. The Crosswalk's Center knowledge of classifications and technologies benefits the community colleges and MIS system.
- During fiscal year 2002, the Department of Education (DE), the Iowa Association of Community College Presidents (IACCP), and the community college Adult Deans and Directors worked collaboratively to refine the Management Information System (MIS) reporting requirements regarding eligible continuing education offerings. Additionally, the DE worked with the community college Business Officers to implement accounting changes due to the reporting requirements under GASB 34/35.

Goal #4:

Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative C:

Collect one- and five-year implementation plans and annual accomplishments related to the state-wide strategic plan from each community college and issue a state-wide annual report.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative C: Collect one- and five-year implementation plans and annual accomplishments related to the state-wide strategic plan from each community college and issue a state-wide annual report.

Department of Education Response

Statewide Annual Reports

- Year-End Report and Condition of the Community Colleges Report - Funding is compared in the Year-End Report and in the Condition of Community Colleges Report. These reports show a comparison of percentage of total each revenue source comprises.
- Collection of One- and Five-Year Community College Plans - The Iowa Department of Education annually requests copies of each community college's strategic plan and annual progress reports.
- During fiscal years 2002 and 2003, the Iowa Department of Education requested that each community college submit their responses or activities undertaken to the address the statewide goals and initiatives included in the annual progress report, "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges." This report is a summary of the Department of Education (DE), the Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT), community college liaison groups, and the individual community college responses to the state plan.

Goal #4:

Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative D:

Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative D: Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.

Department of Education Response

Recognition Program

- Career and Technical Student Organizations Recognition Event – The Department of Education coordinated and sponsored the second annual state recognition ceremony for students involved in career and technical student organizations as national award winners and state or national officers was held in November 2002. Forty-four (44) students from all career and technical student organizations were recognized. This ceremony was held in conjunction with the Iowa Association of School Boards (IASB) annual meeting and a State Board of Education meeting so that representatives of both leadership groups could attend. Students, parents, other family members, teachers, school administrators, and local members were in attendance. In addition, all of the career and technical student organizations have local, state, and national recognition events to honor outstanding students representing their specific organization.
- Breaking Tradition Student Achievement Award - Iowa Department of Education staff nominated a student, who completed a nontraditional career program and won honors at the SkillsUSA state and national conference, for a Career and Technical Education Equity Council (CTEEC) award. The Breaking Tradition Student Achievement Award was presented to the student at the Association of Career and Technical Education (ACTE) national conference. The community college is showcasing this student's success in her nontraditional field to recruit other young women into nontraditional programs.
- Automotive Award of Excellence Program - The Automotive Industry Planning Council established the Award of Excellence in Automotive Training program in 1984. North Iowa Area Community College was the state of Iowa winner.

Iowa Association of Community College Presidents (IACCP)/
Iowa Association of Community College Trustees (IACCT) Response

For the past several years, the Iowa Association of Community College Trustees (IACCT) has recognized an individual who has provided exemplary service from the following categories: Trustee, Administrator, Support Staff, and Faculty.

IACCT will consider the possibility of establishing an award of recognition to a college each year that has provided an exemplary response to the strategic goals.

The IACCP and IACCT annually sponsors a recognition ceremony for outstanding community college honor students at the Phi Theta Kappa Honors Ceremony in Des Moines.

Goal #5:

Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative A:

Implement activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development of communities in each college's geographic area.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative A: Implement activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development of communities in each college's geographic area.

Department of Education Response

Gender Equity and Ethnic Diversity

- In January 2003, the State Board of Education approved a fifth goal related to enhancing the recruiting, enrollment, retention, and success of persons in under-represented groups in community college programs in "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges."
- **Nontraditional Career Grants** - The Iowa Department of Education requested proposals for application for \$1,000 planning grants for recruiting and retention of students in nontraditional careers. These planning grants were to provide resources to bring to the table voices that needed to be heard in a community college's area to address this issue. Fifteen of the sixteen community colleges participated in the planning grant process.

As a result, fifteen of the sixteen community colleges have written a request for approval of an incentive grant for \$10,000 to address the recruitment and retention for the FY 2004 school year. The formal evaluation of the planning grant process has not been completed but the informal evaluation indicates that the planning process itself provided an increased awareness for the K-12 and college representatives that were a part of the planning process.

Community College Responses

Northeast Iowa Community College (NICC)

- **Diversity Committee** – Northeast Iowa Community College's Diversity Committee provides opportunities for exploration of cultural and racial diversity as an essential part of the educational process. The Diversity Committee exposes students and the community to a variety of cultures and international perspectives.
- **Continuing Education Programming** - The Undiscovered Resources Employer Conference and Job Fair raises employer awareness of the community's diverse workforce and connects employers with nontraditional workers. The Women's Leadership program targets college students and community-area women. It provides leadership opportunities for tri-state area women.

- **College Vision Team** – Northeast Iowa Community College’s Vision Team consists of key campus personnel responsible for improving the enrollment management process. The team responds to the changing enrollment demographics and advocates for under-represented students. It has an annual “visioning” and strategic planning process to evaluate goals appropriate for NICC.
- **Educational Opportunity Programs** – Northeast Iowa Community College (NICC) houses the United States Department of Education TRIO–Student Support Services and Upward Bound programs in order to provide academic support to low income, first generation participants. Northeast Iowa Community College (NICC) TRIO grants support the objectives of opportunity, equity, and access to nontraditional students by increasing TRIO participant retention, graduation, and transfer rates.
- **Learning Center & Disability Services** - The Learning Center provides tutoring to all NICC students and offers remedial instruction in reading writing, and mathematics. The Learning Center houses services and adaptive equipment to students with disabilities.
- **Student Services** - Passport to Student Success, a new student orientation course offered to all incoming students, provides information about the college registration, advising, financial aid, academic support, and computer services. It is a crucial retention tool for first generation and nontraditional students.
- **Breaking Traditions** - Breaking Traditions is a new student organization at NICC. It is dedicated to making known the need for, and the value of, having women and men in all career areas and supporting students as they prepare for work in the nontraditional arena. One of several organization objectives is addressing barriers students may face in education or employment because of gender.
- **Nontraditional Career Awareness** - Several awareness and recruitment activities are planned each year around nontraditional careers for adults and youth. On-campus technical experiences and business and industry tours provide first hand knowledge of nontraditional skills and careers for men and women. Tools are also provided to students training in nontraditional careers. A junior high career fair and girls only conference emphasize nontraditional careers and expanded options for males and females.
- **Outreach** - Adult Re-Entry staff maintain weekly office hours at two Iowa Workforce Development centers in order to create better and easier access to education for persons of all socioeconomic levels. Staff provides workshops to Promise Job clients and dislocated workers through the Iowa Advantage Initiative. Adult Re-Entry also maintains an advisory board comprised of staff from the Department of Human Services, community action agencies, an economic development director, Proteus outreach specialist, Promise Jobs specialist, Iowa Workforce Development director, and students. The advisory board serves as a communication arm of the program by distributing information about nontraditional career activities and referring individuals to NICC.
- **Displaced Homemakers/Single Parents/Female Criminal Offenders** - Adult Re-Entry provides additional support services to displaced homemakers, single parents, and female criminal offenders. These services include emergency financial assistance for textbooks, childcare, transportation, food, housing, and other needs. Adult Re-Entry is a member of the Iowa New Choices Network.

North Iowa Area Community College (NIACC)

- **Promoting Diversity through Programming** – North Iowa Area Community College (NIACC) has a rich history of promoting diversity. During fiscal year 2003, the college delivered programs and activities intended to impact NIACC's social and economic development priorities by increasing community awareness of diversity issues. Targeted diversity marketing led to specific programs. These include recruiting women into traditionally male-dominated career programs and participating in the Bridge to Employment Program for persons with disabilities. They also include conducting English classes geared toward non-English speaking persons, providing occupational Spanish courses for specific fields of employment, designing publications with an eye toward cultural diversity, and organizing workshops that focused on generations at work and on diversity and disabilities in the workplace.

Iowa Lakes Community College (ILCC)

- Provided cultural enrichment opportunities for students and community through a series of convocations which included *Dancers in Company*, a ballet company from the University of Iowa; Irish Dignitary, a member of Ireland's parliament; Jackie Bird The Hoop Dancer; IRIE Caribbean Jazz Trio; and Joseph McGill Jr., Civil War Re-enactor.

Equity Planning

- Gained insight on developing additional recruitment and retention activities for gender nontraditional student support during student focus groups.
- Conducted faculty seminar on "Best Practices" for recruitment and retention practices for students in gender nontraditional careers.

Career Resource Center

- Planned and implemented monthly Student Success Series workshops.
- Worked with Admissions Office and faculty to recruit, advise, and retain undecided majors, at-risk, and nontraditional students.
- Established careerhelp@iowalakes.edu for virtual career advising.
- Developed individual career plans, resumes, and job search skills for students seeking career and educational planning assistance.
- Provided one-on-one career support services for student support, advising, and goal-setting.
- Established Student Placement Single Point of Contact, posting jobs internally, with faculty, and on-line at iowacareer.net.
- Planned and coordinated the spring Employment and Internship Fair.
- Determined eligibility and distributed the following funds to eligible students (gender nontraditional career, single parents, and displaced homemakers).
- Developed and presented career theme topics, including equity issues, for classrooms and workshops.
- Expanded community linkages for networking, outreach, and awareness of services for potential nontraditional students.

Northwest Iowa Community College (NCC)

A college representative actively participated in a community forum, which addressed issues of emerging diversity in northwest Iowa. School and community leaders, as well as legislators attended the event.

Each year, the college cancels classes and provides a Cultural Diversity program for all students and employees. A representative of the African American culture presented a program this year. Last year, the program was on Indian culture and the year before, Hispanic culture. Each event provided a speaker and a cultural presentation.

Iowa Central Community College (ICCC)

Student Retention

The Multicultural Student Union was founded by students and a faculty advisor, and became an officially sponsored college club. The main goal of this student organization is to assist students from different minority group backgrounds to feel more comfortable on campus. Another major goal of the organization is to educate the college community about the value of multiculturalism and diversity. Minority students of different races, ethnicities, and sexual orientations participate in the organization.

The Multicultural Student Union created and sponsored an educational and cultural event called the African American Heritage Dinner. The annual dinner is designed to increase awareness and appreciation of the African American experience. All students, especially African American students, are encouraged to participate and showcase their ethnic and cultural pride. During dinner, several students performed poetry readings and dramatic readings from African American authors. The event included gospel music and authentic soul food.

Iowa Central Community College invited representatives from Proteus, an organization designed to help Latino immigrants achieve economic and social independence, to come on campus to speak, answer questions, distribute leaflets, and raise awareness of their programs.

Iowa Central Community College, along with the Domestic Sexual Assault Outreach Center, co-sponsored an event on campus to raise awareness of sexual assault. The event included a picnic, games, information leaflets, and prizes. Speakers on sexual assault included the county sheriff, staff from the college, and DSAOC. Students and community were informed with sexual assault facts and statistics, personal testimonies, and safety measures.

The Multicultural Student Union sponsored a Candle Light Vigil. The event was intended to raise awareness of gay rights and to point out the devastation of intolerance. The event was the idea of students and executed by students.

Iowa Central Community College held a Multicultural Diversity Fair in the spring of 2003 that showcased art, music, food, clothes, artifacts, lectures, and films from different countries, cultures, and ethnicity's. Strong participation from students, especially international students, made the event authentic, entertaining, and educational for students, staff, and the community. The event was sponsored through a grant and will become an annual event.

Iowa Valley Community College District (IVCCD)

In recognition of the widespread need for increased access to college services and programs by underrepresented groups, IVCCD applied for and received the *Increasing Enrollment and Retention of Students in Nontraditional Careers* planning and implementation grants. Through the planning grant, the Construction Technology program was selected to serve as a pilot program to identify methods to increase non-traditional gender participation and completion in IVCCD programs. A strategy for addressing this issue was developed. Through the implementation grant, the resulting strategy will be implemented and evaluated. Activities within the strategy that prove to be effective will be adapted and implemented in programs that currently do not meet the state negotiated levels for core indicators. Successful methods will also be evaluated for use by programs that are currently meeting the state negotiated levels to further improve their outcomes in the area of non-traditional participation.

Hawkeye Community College (HCC)

- The college is in its second year of a federally funded TRIO Student Success Services grant that directly addresses this goal. The grant serves 160 individuals who are identified as first-generation college students, low income, or educationally disadvantaged. Each participant is required to actively participate in cultural events and academic workshops presented by various departments within the college and by agencies in the community. These workshops and cultural activities are scheduled throughout each semester and are dedicated to serving the 160 TRIO participants.
- The college received funding from the Iowa Department of Education in the amount of \$10,000 for an implementation grant to recruit and retain students into nontraditional programs. The targeted HCC technical programs are Dental Assisting, Medical Lab Technology, Optometric/Ophthalmic Assistant, Architectural and Construction Technology, and Civil and Construction Engineering Technology. This project will implement strategies with the goal of recruiting general education (undecided) and high school students of nontraditional genders into these programs and retaining them through graduation. Four areas to address gender issues are career awareness and education, professional development, support services for nontraditional genders, and employer involvement and commitment.

- Hawkeye Community College, through its Student Life Department, continues to provide the “Color Me Human” program. This program celebrates diversity through speakers, music, dance, and forums related to ethnic, gender, and other issues. The following is a list of activities and events for the 2002-2003 school year:
 - a) Color Me Human Kickoff – Keynote, Eddie Moore Jr. America’s Changing.
 - b) Are You Ready? and Calle Sur, Latin America and the Caribbean Band.
 - c) 9/11 Memorial.
 - d) POW/MIA Flag Raising Ceremony.
 - e) Study Circles On Race - Fall and Spring Terms with Human Relations classes.
 - f) (also open to students and staff members)
 - g) Gay/Lesbian Panel – Group of HCC and University of Northern Iowa (UNI) students speaking on issue of being gay.
 - h) Veterans Day Recognition – Flags hung in Hawkeye Center with special
 - i) recognition of veterans involved in U.S. wars and conflicts.
 - j) The Bosnian Culture – Semso Beganovic speaker.
 - k) Joe Serna – Native American Month Speaker “Native in a Strange Land”.
 - l) MLK Jr. Dinner – Student Senate sponsored table.
 - m) Ethnic Food Fest with Jabali Afrika Band.
 - n) Real World Cast Members – Mike and Coral spoke about their stormy
 - o) relationship due to cultural differences that has ended up very good today.
 - p) Ultimate Cultural Road Trip to the Theater in the Round.
 - q) Title IX presentation – Dr. Christine Grant speaker.
 - r) SAVE Group – UNI student group presentation about violence against women.
 - s) Readers Repertory – UNI student group presentation about women in history.
 - t) David Faber – Holocaust survivor speaker.

Eastern Iowa Community College District (EICCD)

Approach

Eastern Iowa Community College District seeks to provide cultural activities, as well as formal educational opportunities to provide learning opportunities for the communities it serves.

Current Activities

Among the community and student events the college has organized in the past year are, activities to honor Black History month, Martin Luther King Day, international fairs, Taste of Muscatine, guest performers and speakers, and career days.

Kirkwood Community College (KCC)

Kirkwood Community College is currently implementing a plan to stimulate awareness and interest in healthcare careers among the young male high school age population. Kirkwood Community College staff will market and recruit males into the dual-enrollment high school Health Science Academy with the expectation they will enter the postsecondary health programs. The high school academy is currently 91 percent females. This project is possibly through a grant from the Iowa Department of Education.

Des Moines Area Community College (DMACC)

DMACC/SCAVO internship initiative mentioned previously in this report was supported by local businesses.

Western Iowa Tech Community College (WITCC)

In 2002, about five percent more females than males had completed at least four years of college (*Opportunity*, Mortenson, March 2003, 8), thus continuing a national trend begun several years ago. At Western Iowa Tech Community College, female students consistently outnumber males in overall enrollment and in completions. Gender inequity occurs *within* major fields of study, as both males and females cluster in gender-traditional programs. Thus, WITCC focuses its efforts toward gender equity at the program level.

Western Iowa Tech is racially diverse. Most racial minority groups are over-represented in enrollment compared to their overall proportions of the state and college district minority populations. Racial inequity occurs at *completion*, as all minority racial groups complete at a lower than expected rate. Thus, WITCC focuses its efforts toward racial equity on retention.

Western Iowa Tech Community College's Educational Talent Search was started in 1998 and serves over 15 middle and secondary schools in the college's district. Upward Bound, started in 1999, serves nine secondary schools in the district and sponsors a six-week summer camp on the WITCC campus for low socioeconomic/first generation students. The programs together serve 735 students throughout the district.

Additionally, the corporate college's Hispanic coordinator successfully recruits from the district's Spanish-speaking population for construction and truck driving programs.

Western Iowa Tech Community College's newly created WomenTech Club is composed of female majors in technical fields. One of the organization's first activities is to sponsor five one-day workshops in computer fundamentals for any students lacking rudimentary computer skills. The workshops will prepare students for the developmental Computer Foundations course.

Western Iowa Tech was awarded a planning grant from the Iowa Department of Education to fund the project, *Increasing Enrollment and Retention of Students in Nontraditional Careers*. The goal of the grant is to develop strategies to recruit and retain females in several programs of the college. A website will be developed to display narratives from alumna who may serve as role models. This is intended to inspire female students to stay on course.

Western Iowa Tech Community College's gender equity marketing campaign consists of locally-developed movie theatre screen advertising and posters placed throughout the college district. "Why Not Men? Why Not Women? Why Not You?" fosters gender equity by depicting each gender in nontraditional occupational roles.

Program chairs and instructors annually visit many secondary schools in the college district and conduct workshops and informational seminars in order to recruit/encourage students and make them aware of opportunities.

Iowa Western Community College (IWCC)

- Iowa Western Community College (IWCC) provides programming through student development hours and educational programming that addressed these topic areas.
- Iowa Western Community College (IWCC) annually celebrates Diversity Month and provides opportunities for students to attend programming. Martin Luther King Day celebration is held annually.
- Since IWCC has many international students, the culture and history of several countries each year are “spotlighted” through our “Lunch and Learn” program.
- Each year, Iowa Western Community College hosts a Nontraditional Career Day to promote gender equity in targeted career areas.
- Working collaboratively with the Girl Scouts, the college provided mentoring programs in Engineering careers.

Southwestern Community College (SWCC)

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation grants for increasing enrollment and retention of students in nontraditional careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled Tool Kit.

After training sessions using the Tool Kit and meeting with the college faculty, recruiters, regional Tech Prep coordinator, and the Director of Enrollment Management, action plans were developed and reviewed to improve the recruitment and retention of students in nontraditional career programs. From the action plans and discussions of ideas gained from dialogue with other Iowa community college representatives who presented at the state Equity Conference, the following recruitment ideas were selected for development and implementation during the 2003-2004 year.

Activity #1: 2’X3’ color posters promoting women and men in nontraditional careers will be designed, printed, and distributed to Area XIV schools and businesses.

Activity #2: Southwestern Community College will host a Nontraditional Career Conference featuring programs and speakers who have demonstrated success in nontraditional career roles. Targeted audience will be recruited from Area XIV high schools and businesses.

Activity #3: Multi-media advertisements will be designed, developed, and implemented by using Area XIV movie theaters and radio stations. Color film slides intended to specifically promote recruitment into nontraditional careers will be used in the local movie theaters during the times allocated for movie previews. Thirty-second radio ads also intended to recruit students into nontraditional career education programs will be developed and broadcast regularly throughout the year on local stations.

Activity #4: A Nontraditional Career Club will be developed to offer activities and services to student populations enrolled in nontraditional career programs. Advising will be emphasized, as well as club activities to include: visits to job sites, listening to guest speakers, and regularly scheduled student meetings intended to encourage student retention and completion of programs.

The college also sponsored two Nontraditional Career Conferences with participation from local business and industry and area community high schools. The conferences resulted in over five hundred participants. An additional Transition Day was held for area alternative high school students with a strong emphasis on career opportunities for under-represented groups in nontraditional careers.

Indian Hills Community College (IHCC)

- Equity training was offered to all staff, faculty, administrators, and counselors.
- International student seminar.
- Diversity Training.
- Reviewed curriculum to eliminate bias in texts, audio-visual materials, and teaching methods.
- Emphasized “customer service” with all employees.

Southeastern Community College (SCC)

Southeastern Community College (SCC) participated in Henry County Diversity Team meetings.

A fulltime English as a Second Language (ESL) program was established to help non-English speaking students transition to college level courses and programs.

Goal #5:

Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative B:

Implement strategies to increase the awareness of K-12 students as to the opportunities available through non-traditional careers.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative B: Implement strategies to increase the awareness of K-12 students as to the opportunities available through non-traditional careers.

Department of Education Response

Nontraditional Careers

- Taking the Road Less Traveled Tool Kit - During fiscal year 2002, the Iowa Department of Education sponsored a Train the Trainer workshop for teams of area education agency (AEA) personnel, community college personnel, and local districts from each of the merged areas in the state utilizing Perkins leadership funds. At this training, the teams were provided information and practice in how to use the tool kit, Taking the Road Less Traveled: Educators Tool Kit to Prepare Students for Nontraditional Careers. Incentive grants of \$1,000 were given to each area that submitted a plan to distribute the tool kits to all the districts, AEAs, and community college personnel in their area and provide training on how to use the tool kit.

Some examples of 2003 activities that occurred as a result of these activities include:

- Diva Tech: One hundred fifty sophomore females from Mason City High School explored nontraditional career areas with hands-on activities and role models from business and industry.
- North Iowa Area Community College (NIACC) Information Technology Academy, located at Garner-Hayfield High School, had an all male class this year. In order to ensure that females understood that this was a field open to them and that they would like to have females a part of the program, the instructor and the students each invited a female to attend class with them on February 6, 2003.

The Iowa Department of Education staff has engaged in conversations with the Home Builders Association, high school administrators, as well as high school and community college instructors concerning the image of the construction trades. Although there are excellent opportunities in the construction field, there is disparity regarding non-traditional enrollments. A renewed approach to recruitment strategies has been the utilization of the Taking the Road Less Traveled tool kit. The highlighting of successful construction professionals who are seen as non-traditional has been playing a part in attracting non-traditional enrollment.

Community College Responses

Northeast Iowa Community College (NICC)

- **Nontraditional Career Awareness**—Several awareness and recruitment activities are planned each year around nontraditional careers for adults and youth. On-campus technical experiences and business and industry tours provide first hand knowledge of nontraditional skills and careers for men and women. Tools are also provided to students training in nontraditional careers. A junior high career fair and girls only conference emphasize nontraditional careers and expanded options for males and females.

North Iowa Area Community College (NIACC)

- **Raising Awareness of High School Students** - This past year, targeted funds from the North Iowa Perkins and Tech Prep Consortium have been utilized to increase awareness of K-12 students to nontraditional career opportunities. During a half-day workshop, the secondary career and technical teachers and school counselors utilized strategies from “Taking the Road Less Traveled” Tool Kit. The tool kit was distributed to a teacher or counselor in every Area II school district.
- **Collaborative Activities** – North Iowa Area Community College (NIACC) assisted with three activities sponsored by the Mason City Community School District. In collaboration with NIACC, Northern Trails Area Education Agency (NTAEA) and local business/industry, conducted “Diva Tech,” nontraditional career exploration events for tenth grade girls. College faculty members assisted with hands-on activities in the information technology, business, and industrial technology areas. At “Avid Tech,” first-time nontraditional career exploration events for tenth grade boys, North Iowa Area Community College Tech Prep coordinators assisted with event planning and implementation. The third event, “Try a Technology Day,” exposed 60 eighth graders to nontraditional health, information technology, business, and industrial technology careers.
- **Targeted Events** - In addition, NIACC sponsored “Bring a Girl to Class Day” at the Garner-Hayfield High School Tech Prep Information Technology Academy. A similar “For Girls Only” event for junior girls was held at the Mason City High School Tech Prep Information Technology Academy.

Iowa Lakes Community College (ILCC)

Equity Planning

- Gained insight on developing additional recruitment and retention activities for gender nontraditional student support during student focus groups.
- Conducted faculty seminar on “Best Practices” for recruitment and retention practices for students in gender nontraditional careers.

Upward Bound

- Completed successful Career Work Experience program involving 20 students.
- Provided academic support and enrichment activities for low income, first generation, and at-risk students and exposure to higher education opportunities and career exploration.

Talent Search

- Hosted Careers on Wheels program highlighting a variety of employment opportunities for students.
- Encouraged career exploration through enrichment activities for students in grades five through 12.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College (NCC) hosts an annual 8th Grade Career Day. Students of both genders attend presentations of careers, which would be considered nontraditional for their gender.

The college conducts a Junior Career Day when possible presenters are individuals who are in a nontraditional career.

Iowa Central Community College (ICCC)

Student Retention

Iowa Central is committed to increase the awareness of K-12 students to the opportunities available through nontraditional careers by:

- Mentoring an entire seventh grade class until the class graduates from high school.
- Conducting a career game played in middle school classrooms to give students an awareness of career opportunities, education, and outlook available to each student.
- Conducting campus/program tours for students in grade eight and below.
- Conducted Career Days at high schools throughout the state.
- Present career information promoting nontraditional career information in Area V classrooms.
- Provide scholarships to persons of under-represented groups through the Student Merit Scholarship program.

Iowa Valley Community College District (IVCCD)

The district is addressing nontraditional gender recruitment and retention through a separate grant related to the Carl D. Perkins Vocational and Applied Technology Education Act of 1998. Through this grant, the Construction Technology program will develop and implement a model to attract and ensure the success of females in the program. In particular, we will focus on marketing to and recruiting K-12 students. The model will include redesigning recruitment and other program material to include a greater diversity of topics for both males and females. The model will also include making the physical environment of the program appropriate to a wider diversity of physical characteristics and implementing a variety of teaching techniques that emphasize an understanding of the varied learning styles of students, such as cooperative learning. Successful elements of the model will be adapted for implementation in other nontraditional gender related programs during fiscal year 2005.

Hawkeye Community College (HCC)

- EMC2, EHC2, and the gender equity grant contributes to awareness of K-12 opportunities available through nontraditional careers.
- Marketing and recruiting services provided by Hawkeye Community College (HCC) address students in nontraditional careers.

Eastern Iowa Community College District (EICCD)

Approach

Eastern Iowa Community College District (EICCD) provides programs and facilities to encourage community and student, even a young student, involvement in continuing and credit education at the colleges.

Current Activities

College-hosted community events, such as the eagle watch and wildlife programs, spelling and high school academic competitions, career days, and college for kids, provide K-12 students the opportunities to explore careers, including nontraditional. Each of the colleges also participated in job shadowing days through the local Junior Achievement chapters.

The district's Special Needs project collaborates with other agencies within Area IX to work with school aged handicapped or disadvantaged students to explore the occupational fields of cosmetology, commercial housekeeping, auto mechanics, landscaping, and child care.

Kirkwood Community College (KCC)

The Workplace Learning Connection is a district-wide intermediary that provides a wide array of work-based learning experiences for students and teachers. Over 700 employers support this office by providing tours, job shadowing, and internship experiences. These experiences enable students and teachers to be more aware of career opportunities in Iowa, including nontraditional careers.

A National Science Foundation grant application has been submitted that is designed to increase the number of students that pursue science, technology, engineering, and mathematics (STEM) careers. The focus of this application is on nontraditional careers.

Kirkwood Community College has been awarded a National Science Foundation grant to provide scholarships for high achieving students to pursue careers in math, science, engineering and technology-related fields.

Des Moines Area Community College (DMACC)

The following activities focus on increasing students' awareness of nontraditional careers:

- DMACC received a grant from the Iowa Department of Education to encourage males to enter Health Careers.
- Perkins/Tech Prep grants encourage students to enroll in nontraditional programs.
- A number of faculty/staff, including nursing chairs, automotive and technology faculty make high school visits.
- Discover DMACC Days focuses on encouraging students to consider nontraditional careers.
- Students in STRIVE, Youth At-Risk, and English as a Second Language (ESL) courses are provided information about nontraditional careers.
- On-line classes are reaching more students and providing them with opportunities to learn more about certain programs.

Des Moines Area Community College (DMACC) provided on-going recruitment activities that facilitated building relationships with under-served students to increase awareness of opportunities and access to college. Examples of services and agencies serving under-served students are: Saturday Academy (Career Expo), weekly presence in high school and community based organizations that serve youth, PACE Juvenile Justice Center, SCAVO Alternative School, John R. Grubb YMCA, PEP Academy, and Mentor Iowa.

Western Iowa Tech Community College (WITCC)

At Western Iowa Tech Community College, themes of the gender equity marketing campaign, "Why Not Men? Why Not Women? Why Not You?" are infused throughout the materials and activities of Campus Visit Days.

Iowa Western Community College (IWCC)

- Developed a marketing plan to utilize the college's radio station (89.7 The River) within the existing plan for advertising the college.
- Started a new television program spotlighting the Iowa Western Community College (IWCC) campus.

- The college surveyed 100 junior high females to assess their awareness of opportunities in nontraditional career programs.
- Over 150 community families have served as host families to IWCC international students.
- Iowa Western Community College hosts a Nontraditional Career Day each year. Students are provided an opportunity to explore career options and meet with successful people in each career area.
- The TRIO Club is a nontraditional student organization, which provides students with opportunities and mentoring. The organization, although supported by the Student Support Services grant, is open to all students.
- Annual Career Days are held at both main campus locations.
- Iowa Western Community College hosted campus visit days in specific programs. Examples: Ag Day, Broadcasting Day, and Health Careers.

Southwestern Community College (SWCC)

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation grants for increasing enrollment and retention of students in nontraditional careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled Tool Kit.

After training sessions using Taking the Road Less Traveled Tool Kit and meeting with the college faculty, recruiters, regional Tech Prep coordinator, and the Director of Enrollment Management, action plans were developed and reviewed to improve the recruitment and retention of students in nontraditional career program. From the action plans and discussions of ideas gained from dialogue with other Iowa community college representatives who presented at the state Equity Conference, the following recruitment ideas were selected for development and implementation during the 2003-2004 year.

Activity #1: 2'X3' color posters promoting women and men in nontraditional careers will be designed, printed, and distributed to Area XIV schools and businesses.

Activity #2: Southwestern Community College will host a Nontraditional Career Conference featuring programs and speakers who have demonstrated success in nontraditional career roles. The targeted audience will be recruited from Area XIV high schools and businesses.

Activity #3: Multi-media advertisements will be designed, developed, and implemented by using Area XIV movie theaters and radio stations. Color film slides intended to specifically promote recruitment into nontraditional careers, will be used in the local movie theaters during the times allocated for movie previews. Thirty-second radio ads intended to recruit students into nontraditional career education programs will also be developed and broadcast regularly throughout the year on local stations.

Activity #4: A Nontraditional Career Club will be developed to offer activities and services to student populations enrolled in nontraditional career programs. Advising will be emphasized, as well as club activities to include: visits to job sites, listening to guest speakers, and regularly scheduled student meetings intended to encourage student retention and completion of programs.

The college also sponsored two Nontraditional Career Conferences with participation from local business and industry and area community high schools. The conferences resulted in over five hundred participants. An additional Transition Day was held for area alternative high school students with a strong emphasis on career opportunities for under-represented groups in nontraditional careers.

Indian Hills Community College (IHCC)

- Junior Day/Senior Day.
- Nontraditional career fair is a career exploration activity encouraging enrollment in nontraditional programs and placement in nontraditional jobs.
- Transition Fair.
- Equity Training provided by Indian Hills Community College faculty to IHCC staff, local K-12 faculty, counselors, and administrators.
- Senior Day/Junior Day/Sampler Day.
- Computer camps for children.
- In 2003, thirteen of the 23 high schools in Area XV offered courses provided through the Indian Hills Community College Health Occupations Division. These courses allowed students to sample a health career. Students were provided job shadowing and clinical experiences in health care facilities and related agencies in their communities.

Southeastern Community College (SCC)

Southeastern Community College hosted a College Day on Thursday, October 10. College Day is sponsored by the Iowa Association for College Admission Counseling. Representatives from over 55 colleges, universities, and military branches were in attendance. The purpose of the program was to give high school students and their parents an opportunity to discuss admission requirements, housing, financial aid, scholarships, and specific education plans. The Iowa Association for College Admission Counseling is sponsoring 28 College Day/College Night programs throughout the state to provide a supportive environment for students to obtain information and appropriate counseling helpful in their college selection process.

Southeastern Community College recently hosted over 500 juniors from southeast Iowa for its 16th annual Career Day. Students had the opportunity to attend five, 25-minute career sessions. Over 60 area professionals, including college faculty and business and industry leaders, volunteered their time to present specific career information.

Southeastern Community College hosted a Diversity Day for local minority students to acquaint them with the college.

Goal #5:

Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative C:

Increase collaborative efforts among community colleges, school districts, and community-based programs to target potential students in under-represented populations.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative C: Increase collaborative efforts among community colleges, school districts, and community-based programs to target potential students in under-represented populations.

Community College Responses

Northeast Iowa Community College (NICC)

- **Outreach** - Adult Re-Entry staff maintain weekly office hours at two Iowa Workforce Development centers in order to create better and easier access to education for persons of all socioeconomic levels. Staff provides workshops to Promise Job clients and dislocated workers through the Iowa Advantage Initiative. Adult Re-Entry also maintains an advisory board comprised of staff from the Department of Human Services, community action agencies, an economic development director, Proteus outreach specialist, Promise Jobs specialist, Iowa Workforce Development director, and students. The advisory board serves as a communication arm of the program by distributing information about nontraditional career activities and referring individuals to NICC.
- **Displaced Homemakers/Single Parents/Female Criminal Offenders** - Adult Re-Entry provides additional support services to displaced homemakers, single parents, and female criminal offenders. These services include emergency financial assistance for textbooks, childcare, transportation, food, housing, and other needs. Adult Re-Entry is a member of the Iowa New Choices Network.

North Iowa Area Community College (NIACC)

- **Training for Teachers** - Through the North Iowa Perkins and Tech Prep Consortium, collaborative efforts by North Iowa Area Community College (NIACC), Northern Trails Area Education Agency (NTAEA), and secondary schools have taken place to target potential students in under-represented populations. Last summer, a half-day workshop was conducted for all secondary career and technical education teachers to increase their awareness of successful learning strategies for special needs students. This year, a workshop dealing with the needs of students from low socioeconomic families was conducted for the Area II Counselor Academy. The same workshop will be replicated this summer for secondary career and technical educators.

- **Targeting Students** - Students from the alternative high schools are invited to NIACC's career exploration events, such as "Career Day," "Industrial Technology Open House," and "Automotive Career Night." Tech Prep coordinators visit the alternative schools to discuss program opportunities with students.
- **Video Promotion** - The new Tech Prep video and brochure, *College Bound. . . Career Ready*, showcases several students from under-represented populations. The video and brochure have been widely distributed to students across north Iowa.
- **Transition Resource Fair** - Each year, NIACC participates in the Transition Resource Fair sponsored by NTAEA. Special needs students who are preparing to transition to work or postsecondary education attend this event with their parents.

Iowa Lakes Community College (ILCC)

Equity Planning

See Goal 5, Initiative A.

Upward Bound

- Provided academic support and enrichment activities to 74 low income, first generation, and at-risk high school students and exposure to higher education opportunities.
- Completed summer residential program component with 60 students and 13 Bridge participants.
- Achieved 100 percent higher education enrollment for the 2002 graduating seniors.

Talent Search

- Partnered with nine target schools and provided 800 students with enrichment activities to low income, first generation, and at-risk students.
- Recruited 100 new students to the program.
- Continued to promote importance of higher education opportunities and skill development activities available to students in the Talent Search program.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College works collaboratively with representatives from K-12 districts in planning an 8th Grade Career Day. A conscious effort is made to address the issue of gender equity.

Iowa Central Community College (ICCC)

Partnerships

Gingerbread House/Iowa Central Community College

Child Development & After School and Summer Programs

The Gingerbread House is a state licensed child care, non-profit organization, incorporated in January 1972 and guided by a volunteer board who's purpose is to provide children an enjoyable learning experience. In 1999, the Iowa Central Community College Storm Lake Center entered into an agreement with the Gingerbread House to offer a Child Development program to students in the Storm Lake League of Schools administered by the college. The program is designed to study child development from infancy to adolescence. Under-representative Iowa Central Community College (ICCC) students and Gingerbread children are served through the collaborative effort. In fiscal year 2003, 80 percent of the ICCC students enrolled in the program were from minority populations and 40 percent were identified as economically disadvantaged. Forty-two percent of the Gingerbread children's parents qualified for free and reduced lunches in fiscal year 2003.

Also in 1999, ICCC and the Gingerbread House entered into an agreement to collaborate on an after school and summer learning enhancement program for school-aged children. Iowa Central Community College supports the program financially, provides required continuing education staff in-service training, provides additional summer classroom space, and provides audio-visual equipment. Iowa Central Community College personnel have also been involved in numerous in-service continuing education committees and have served on the governing Gingerbread Board of Directors.

Iowa Central Community College Child Development students receive direct observations and applied training experiences in all of the Gingerbread caregiver environments.

Iowa Valley Community College District (IVCCD)

The district addresses the need to target potential students in under-represented populations through collaborating with a variety of partners. The area consortia that includes K-12 and IVCCD personnel, meet regularly to discuss cooperative educational opportunities for students in both college-transfer and career and technical programs. Race, gender, and ethnicity recruitment and retention concerns and strategies to address them are discussed in this venue. The district also partners with a variety of community and service agencies (e.g. MICA, Iowa Workforce Development, Promise Jobs, Vocational Rehabilitation) to coordinate resources and share referrals to services for potential under-represented students.

Hawkeye Community College (HCC)

The TRIO Student Success Services grant collaborates with other TRIO programs within the community, state, region, and nation in serving under-represented populations. The network allows TRIO participants to transition between programs at other institutions, assuring that these students continue to receive the support services they need at transfer institutions.

Eastern Iowa Community College District (EICCD)

Approach

Eastern Iowa Community College District (EICCD) actively seeks partnerships with community agencies and educational institutions to recruit students with diverse backgrounds and from under-represented populations.

Current Activities

The new EICCD weekend nursing program beginning this fall, with cooperation of local health care providers to address the regional nurse shortage, is a mechanism to attract males to the program. Application and enrollment patterns for fall indicate that the male class percentage is higher than the traditionally delivered nursing program, due to the targeted recruitment of working adults or second career students. Recruitment activities include program information to nursing homes and other health care providers, and letters to individuals who have completed the EICCD Licensed Practical Nurse (LPN) program in the last five years to encourage them to complete the Registered Nurse (RN) program through the new weekend delivery.

Student recruitment and enrollment data reflect the district's commitment and success in serving under-represented populations. Eastern Iowa Community College District's student minority percentage was at 12.2 percent for fall 2002, while the state community college minority enrollment percentage was 8.2 and the service area minority population percentage is 8.9, according to the latest census.

Beginning fall, the district adopted a policy of granting every General Education Development (GED) graduate three credit hours tuition-free to recognize their accomplishment and ease their transition into a college credit program. The GED graduates are typically under-represented groups in college programs, economically, racially, and by method of secondary education.

Kirkwood Community College (KCC)

No response.

Des Moines Area Community College (DMACC)

Des Moines Area Community College (DMACC) provided on-going recruitment activities that facilitated building relationships with under-served students to increase awareness of opportunities and access to college. Examples of services and agencies serving under-served students are: Saturday Academy (Career Expo), weekly presence in high school and community based organizations that serve youth, PACE Juvenile Justice Center, SCAVO Alternative School, John R. Grubb YMCA, PEP Academy, and Mentor Iowa.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College representatives meet several times each year with administrators from all secondary schools in the college district to discuss the schools' needs. Moreover, WITCC administrators attend the monthly meetings of college district secondary school superintendents.

Iowa Western Community College (IWCC)

- Iowa Western Community College has been able to address this through the Student Support Services grant and through collaboration with Creighton University's Upward Bound program.
- Identified and developed solutions to the workforce development needs of Region XIII job seekers.
- Improved participant accessibility of workforce development products and services throughout the region.
- Marketed Basic Skills Assessment programs to area businesses.

Southwestern Community College (SWCC)

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation Grants for increasing enrollment and retention of students in nontraditional careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled Tool Kit.

After training sessions using the Taking the Road Less Traveled Tool Kit and meeting with the college faculty, recruiters, regional Tech Prep coordinator, and the Director of Enrollment Management, action plans were developed and reviewed to improve the recruitment and retention of students in nontraditional career programs. From the action plans and discussions of ideas gained from dialogue with other Iowa community college representatives who presented at the state Equity Conference, the following recruitment ideas were selected for development and implementation during the 2003-2004 year.

Activity #1: 2'X3' color posters promoting women and men in nontraditional careers will be designed, printed, and distributed to Area XIV schools and businesses.

Activity #2: Southwestern Community College will host a Nontraditional Career Conference featuring programs and speakers who have demonstrated success in nontraditional career roles. Targeted audience will be recruited from Area XIV high schools and businesses.

Activity #3: Multi-media advertisements will be designed, developed, and implemented by using Area XIV movie theaters and radio stations. Color film slides intended to specifically promote recruitment into nontraditional careers will be used in the local movie theaters during the times allocated for movie previews. Thirty-second radio ads intended to recruit students into nontraditional career education programs will also be developed and broadcast regularly throughout the year on local stations.

Activity #4: A Nontraditional Career Club will be developed to offer activities and services to student populations enrolled in nontraditional career programs. Advising will be emphasized, as well as club activities to include: visits to job sites, listening to guest speakers, and regularly scheduled student meetings intended to encourage student retention and completion of programs.

The college also sponsored two Nontraditional Career Conferences with participation from local business and industry and area community high schools. The conferences resulted in over five hundred participants. An additional Transition Day was held for area alternative high school students with a strong emphasis on career opportunities for under-represented groups in nontraditional careers.

Indian Hills Community College (IHCC)

- An annual Transition Fair was conducted to transition students with disabilities from high school into career and vocational programs. The fair was co-sponsored by Indian Hills Community College, the area education agency, and Vocational Rehabilitation.
- The bi-annual Nontraditional Career Fair provides students an opportunity to explore careers in nontraditional occupations and placement in nontraditional jobs.
- Indian Hills Community College (IHCC) offers an Alternative Learning program for high school students to complete their General Education Development (GED) requirement. All students are provided with career awareness information, information on IHCC programs, and are referred to the Educational Opportunity Center for assistance with completing college and financial aid applications.
- Indian Hills Community College offers high school completion courses to high school students who need credits for high school graduation.

Southeastern Community College (SCC)

Trustees' Scholarships for minority and local school district minority students were offered.

Goal #5:

Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative D:

Replicate, enhance, and/or design exemplary programs to increase women and persons of color in leadership positions in collaboration with school districts, higher education, and business/industry.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative D: Replicate, enhance, and/or design exemplary programs to increase women and persons of color in leadership positions in collaboration with school districts, higher education, and business/industry.

Community College Responses

Northeast Iowa Community College (NICC)

- **Leadership Institute for a New Century (LINC)/Community College Leadership Initiative Consortium (CLIC)** - On a yearly basis, enroll female college employees in the LINC program offered through Iowa State University. The program is designed to build and prepare women for leadership positions in higher education. The CLIC program provides upper level and mid-management administrators a staff development experience focusing on the latest in management and supervision, current issues in the community college, and certification for administrator evaluator approval and renewal.
- **Continuing Education Programming** - The Women's Leadership program targets college students and community-area women. It provides leadership opportunities for tri-state area women.

North Iowa Area Community College (NIACC)

New Hires and Employee Demographic Studies

- **Selection Process** – North Iowa Area Community College (NIACC) has an established policy of affirmative action in recruitment, appointment, assignment, and advancement of women, minorities, and persons with disabilities. All employees who serve on selection committees attend an in-service training session to consider Equal Employment Opportunity/Affirmative Action (EEO/AA) implications. This training has been integrated into the selection process.
Job vacancies are promoted with minority and female professional organizations and associations and with Vocational Rehabilitation for persons with disabilities. Our job postings on the NIACC website are “Bobby Approved” making them accessible to the visually impaired.
North Iowa Area Community College monitors personnel activities by maintaining an applicant and hiring log, a promotion and transfer log, and an exit analysis.

- **Affirmative Action Plan** - The Affirmative Action Plan for the college is updated every two years. It includes quantitative analysis of the relevant labor market and qualitative analysis. Currently, the college is not under-utilized for females or minorities at the administrative level or the professional and faculty level. The college is under-represented by two minorities at the professional and faculty level. The plan is distributed annually to all employees and is made available on the staff Intranet communication system.

Continued Training and Development

- **Tuition Reimbursement** – North Iowa Area Community College (NIACC) encourages all staff members to pursue continued education. Toward this end, NIACC reimburses tuition up to the current highest rate at an Iowa regent university for successful completion of college-level credit courses. During fiscal year 2002, thirty-four staff members received reimbursement for 90 courses (259 total semester hours) for a total tuition reimbursement of \$37,938.03.
- **Leadership Training** - For several years, NIACC has supported employee participation in the Leadership Institute for a New Century (LINC) and Community College Leadership Consortium (CLIC), both of which are leadership programs offered by Iowa State University. These programs are designed for professional and leadership development for individuals working in the community college system. The college also supports participation in Leadership Iowa. North Iowa Area Community College's immediate past participant and next participant are women in leadership positions at the college.

Iowa Lakes Community College (ILCC)

No response.

Northwest Iowa Community College (NCC)

Although the college has not designed a program to specifically increase women and persons of color in leadership positions, the college has participated in the Leadership Institute for a New Century (LINC) for a number of years. This program was originally designed for just that purpose.

Iowa Central Community College (ICCC)

Human Resources

During the 2002-2003 school year, Iowa Central Community College made significant efforts to increase women and persons of color in leadership positions. Three women received the following promotions:

- Director of Distant Learning was promoted to Vice President of Instruction.
- Department Chair for Language Arts and Humanities was promoted to Associate Vice President of Grant Development and International Affairs.
- Adjunct Business instructor was promoted to Director of SBDC.

In addition, a person of color was promoted from Associate Professor to Department Chair for Social Science, Education, and Physical Education.

Iowa Valley Community College District (IVCCD)

The district, based on the success of the *Increasing Enrollment and Retention of Students in Nontraditional Careers* planning and implementation grants, will adapt successful elements for implementation in other nontraditional gender related programs during fiscal year 2005. Race, gender and ethnicity recruitment and retention concerns and strategies will be discussed with our local K-12 and business consortia. The success of these initiatives should result in an increase graduates and transfers who are either female or who are persons of color. These graduates and transfers will be in a better position to assume leadership placement.

Hawkeye Community College (HCC)

Hawkeye Community College has been meeting with representatives of the local area education agency and the Waterloo school's Special Education representative to develop procedures for transition of high school students with special needs to the community college. A statewide meeting of community college disability coordinators was held in Ankeny to discuss issues related to documentation of disabilities, collaboration with DVRS, placement testing (COMPASS/ASSET/PPP), and special orientations courses, and activities for students with disabilities. A counselor from the Department of Vocational Rehabilitation Services is housed on Hawkeye Community College's campus to provide services to qualified individuals with disabilities.

Eastern Iowa Community College District (EICCD)

Approach

Eastern Iowa Community College District has long had a commitment to recognizing and placing deserving individuals in leadership positions.

Current Activities

Eastern Iowa Community College District (EICCD) data reflects its actions in this area: 71 percent of its administrative and professional staff is female and 51 percent of its faculty is female; minority representation in EICCD's administrative and professional staff is 8 percent and 6 percent of its faculty is a minority (with a service area minority population of 8.9 percent). Minority representation among faculty has increased from 4 percent to 8 percent over the past five years.

New employee recruitment and hiring practices include actively seeking local area people who are qualified and seeking under-represented genders in faculty positions, such as a male instructor for nursing and a female teaching at the Manufacturing Technology Center.

Kirkwood Community College (KCC)

No response.

Des Moines Area Community College (DMACC)

Des Moines Area Community College has a joint venture with Iowa State University designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.

Des Moines Area Community College has a partnership with Iowa State University and Simpson College to address the shortage of teachers of color in the K-12 system and to offer a teacher education program targeting minorities and other under-represented groups interested in teaching.

Des Moines Area Community College participated in a grant through Eastern Iowa Community College District to prepare women in nontraditional careers: i.e., truck driving.

Western Iowa Tech Community College (WITCC)

Following examples of the demonstration sites of the Institute for Women in Trades, Technology, and Science (IWITTS), a planning grant from the Iowa Department of Education to fund the project, *Increasing Enrollment and Retention of Students in Nontraditional Careers*, enabled WITCC to charter a WomenTech Club. The members of the club are drawn from students, faculty, and local industry. A local mentoring program will be established to help students, especially females.

Iowa Western Community College (IWCC)

No response.

Southwestern Community College (SWCC)

Southwestern Community College sponsored two Nontraditional Career Conferences with participation from local business and industry and area community high schools. The conferences resulted in over five hundred participants. Guest speakers included local women serving in leadership positions and/or successfully working in nontraditional careers. An additional Transition Day was held for area alternative high school students with a strong emphasis on career opportunities for women and under-represented groups in nontraditional careers.

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation Grants for increasing enrollment and retention of students in nontraditional careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled Tool Kit.

After training sessions using the Taking the Road Less Traveled Tool Kit and meeting with the college faculty, recruiters, Regional Tech Prep Coordinator, and the Director of Enrollment Management, action plans were developed and reviewed to improve the recruitment and retention of students in nontraditional career programs. From the action plans and discussions of ideas gained from dialogue with other Iowa community college representatives who presented at the state Equity Conference, the following recruitment ideas were selected for development and implementation during the 2003-2004 year.

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Indian Hills Community College (IHCC)

Each year, Indian Hills Community College sends participants to the Leadership Institute for a New Century (LINC) and the Community College Leadership Initiative Consortium (CLIC) for leadership training.

Southeastern Community College (SCC)

Southeastern Community College hosted a Russian delegation that looked at "Women as Leaders" in the district.

Goal #5:

Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative E:

Design opportunities to ensure that the faculty and staff meet the needs of under-represented populations by utilizing research-based best practices and continuous assessment.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative E: Design opportunities to ensure that the faculty and staff meet the needs of under-represented populations by utilizing research-based best practices and continuous assessment.

Community College Responses

Northeast Iowa Community College (NICC)

- **College Vision Team** – Northeast Iowa Community College's Vision Team consists of key campus personnel responsible for improving the enrollment management process. The team responds to the changing enrollment demographics and advocates for under-represented students. It has an annual "visioning" and strategic planning process to evaluate goals appropriate for NICC.
- **Learning Center & Disability Services** - The Learning Center provides tutoring to all NICC students and offers remedial instruction in reading writing, and mathematics. The Learning Center houses services and adaptive equipment to students with disabilities.
- **Educational Opportunity Programs** – Northeast Iowa Community College (NICC) houses Department of Education TRIO–Student Support Services & Upward Bound programs in order to provide academic support to low income, first generation participants. Northeast Iowa Community College TRIO grants support the objectives of opportunity, equity, and access to nontraditional students by increasing TRIO participant retention, graduation, and transfer rates.

North Iowa Area Community College (NIACC)

- **Student Perception Surveys** - A representative sampling of students is given the American College Testing (ACT) opinion survey each year. The ACT survey assesses students' perceptions of their North Iowa Area Community College experiences. This past year, data from the student opinion surveys was analyzed, resulting in the formation of six student focus groups. These focus groups were created to gain a more in-depth response. An action plan was created to address the concerns of all students.

Iowa Lakes Community College (ILCC)

Assessment Review Committee

- Developmental/Success Center sub-committee of ARC reviewed the following Communication courses offered in the Developmental/Success Center: Reading Improvement I, Reading Improvement II, Writing Improvement, Library Orientation, Successful Learning, Communications Vocational Refresher, and American Literature.
- Administered CAAP to 117 students. The pool included AA and AS students, along with the addition of the critical thinking test instrument.
- Hosted ten student focus groups with 82 students participating.

Office of Planning and Development

- Processed and disseminated results of Before Graduation Survey, Entering Student Survey, Noel-Levitz Retention Study, CAAP Report, Former Student Survey and Alumni Survey to faculty, staff, Enrollment Management Team, and the area communities served in Iowa Lakes Community College Annual Report.
- Reported student recruitment, retention, graduation, and employment outcomes within all vocational programs to the Iowa Department of Education.

Northwest Iowa Community College (NCC)

Faculty Training

All faculty participated in a workshop aimed at determining unique learning styles and the development of an instructional environment which recognizes and accepts diversity in learning. Several programs have requested follow-up activities to assess learning styles of all their students during this year.

Comprehensive Adult Student Assessment System (CASAS) Assessment

The Adult Basic Education (ABE) program at Northwest Iowa Community College⁰ uses the Comprehensive Adult Student Assessment System (CASAS) for assessment and instructional planning for adults who need assistance with adult literacy skills, including reading, writing, and math comprehension. CASAS is a research-based, competency-based system that evaluates an adult's literacy level on a comparative numerical scale and identifies levels (A through D) that provide descriptors for the student and teacher. CASAS, as an assessment and instructional system, can provide a basis for small group and/or individualized instruction for ABE, English as a Second Language (ESL) and/or General Educational Development (GED) students. Instruction is in relationship to the needs of the student based on the competencies needed and in the context of what the learner needs.

Iowa Central Community College (ICCC)

Human Resources

In January of 2003, Iowa Central Community College held an all staff professional development in-service on Multicultural Sensitivity. The in-service included a brief presentation, active learning exercises, and diversity games. It gave staff the opportunity to ask questions and discuss sensitive issues of race and diversity in a non-threatening open forum type of environment. Another in-service dealing with this issue is being planned for the near future.

Academic departments are using target-marketing techniques in advertising for new staff positions by advertising out of the local area in target metropolitan areas and in national publications. Departments are sensitive to the issue of gender and racial diversity and make significant efforts to address it when hiring.

The TRIO grant and the development of Student Support Services is designed to help retain under-represented groups (particularly students from low social-economic status) at Iowa Central Community College.

Iowa Central Community College is a sponsor and participant in the H.C. Meriwether Martin Luther King Scholarship and dinner. The scholarships are given to college bound minority students in the Fort Dodge school system. Many of these students attend and graduate from Iowa Central Community College. Iowa Central Community College staff is on the scholarship committee and Iowa Central hosts the annual dinner where the scholarships are awarded.

Iowa Valley Community College District (IVCCD)

In response to changes in Iowa's state licensure regulations for community college faculty in 2002, all IVCCD faculty will be designing and following new professional development plans as of the 2003 fall semester. Each career and technical program faculty member will create an individualized professional development plan with an academic administrator. These plans will include addressing an increase in teaching competency skill and program skills and technology upgrading. These individual plans will provide opportunities for faculty to learn research-based strategies to ensure that the needs of under-represented populations will be met. The Construction Technology faculty will be available to document and teach the successful strategies that work to make under-represented populations more successful in that program. Faculty will have four academic years to address several development criteria, including developing strategies for teaching to individual learning style differences.

Hawkeye Community College (HCC)

This goal is not referenced in the Hawkeye Community College Strategic Plan 2000-2004.

Eastern Iowa Community College District (EICCD)

Approach

Eastern Iowa Community College District's Learning Assessment Improvement Plan includes evaluation of teaching and learning at the classroom, program, and institutional levels, as well as assessing student satisfaction with learning support services. Within these assessment methods are those that allow segmentation of student groups and sites to better identify areas needing improvement, as well as areas of excellence.

Current Activities

The district's biannual Student Satisfaction Survey conducted by Noel Levitz has a series of questions aimed at determining the level of satisfaction and the importance of key areas to the student. One of the topics addressed is responsiveness to diverse populations. The survey specifically asks about the institution's commitment to under-represented populations. The district has had a positive increase in the student's response to this question since 1996, and EICCD has ranked above the national levels of satisfaction in this area for four years. (Currently, EICCD is 5.48 compared to a national level of 5.33 on a 7.0 scale). Other questions in the diversity section address the institution's commitment to older returning learners, to commuters and to students with disabilities. Eastern Iowa Community College District results are above national norms on these questions also. Results are reported for the district as a whole and by college.

Procedures and policies are in place to protect and serve all students, including under-represented populations, complete with timelines and clearly stated responsibilities and decision processes. Indicators are followed in terms of grade appeals, etc., to monitor the institution's ability to build relationships of trust and satisfaction with all groups of its students.

Feedback from under-represented student populations is gathered at the classroom level through instructors' use of Classroom Assessment Techniques (CATs). It is a formative measure employed so that changes in classroom approaches, curriculum designs, instructional methods, and instructional support can be made for the students providing the feedback within the semester and class the feedback is given. Problems that are identified are remedied with the individual student working with his or her instructor and administration, if needed.

A Student Perception of Teaching survey is given to students each semester of every instructor, and the deans of the college collect and review the data to identify instructional process strengths and problems for teacher and institutional improvement. This data is anonymous, and the remedied is applied at the instructor and institutional level.

Senior leadership at the college and district level discusses any data and issues that arise from these assessment methods, and any changes in procedures and policies needed are addressed.

Kirkwood Community College (KCC)

Kirkwood Community College requires that new faculty (instructors, librarians, and counselors) meet competencies that reflect the college's goal of meeting the needs of under-represented populations, using research-based practices and continuous assessment. Competencies that speak to these goals include:

- The instructor and counselor understand how students differ in their approaches to learning, both individually and culturally, and create instructional opportunities that are equitable and adaptable to diverse learners.
- The instructor and counselor use appropriate technology in the planning, delivery, and assessment of instruction.
- The instructor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The librarian understands how students differ in their approaches to learning, both individually and culturally, and provides research assistance and instruction that are equitable and adaptable to diverse learners, including those with learning and physical disabilities.
- The librarian understands and practices the principles of collection development and maintenance. The librarian understands multicultural issues as they relate to the selection of library materials and makes selections based on the accuracy of the information provided, current and anticipated curricular needs of the college, and the representation of diverse viewpoints. The librarian assesses learning resources based on such data as browsing, circulation transactions, document delivery, and inter-library loans and assists in the creation of a regularly updated collection development policy.

Des Moines Area Community College (DMACC)

Advisors from Community Outreach are tracking enrollments by zip codes to get a better idea of where under-represented students reside. The staff is working closely with the Director of Institutional Research and Planning to identify additional ways to assess progress in recruitment and retention of under-represented groups.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College sponsored a Creative Training Techniques seminar for faculty to increase understanding of the most current classroom training theories. Also, the Developmental Education Task Force meets regularly to address remedial education issues. Members of this committee are faculty and staff and are familiar with the developmental education research literature and adopt local practices accordingly. Retention results are analyzed by under-represented student groups each semester, and a local longitudinal study is being replicated in order to ascertain the effectiveness of developmental education coursework. The college developed a Quality Faculty Plan, which will address research-based practices and continuous assessment.

Iowa Western Community College (IWCC)

- Iowa Western Community College (IWCC) has a Student/Faculty Liaison Committee that addresses these issues. The committee makes recommendations to appropriate personnel divisions of the college.
- Created a comprehensive handbook to assist faculty in responding to the needs of students with disabilities.
- Hosted Faculty Development Day with activities that address these issues and assists faculty in meeting needs of this population.
- Iowa Western Community College Student Support Services program provides newsletters to faculty and staff.
- Staff attend internal and external workshops dealing with needs-based issues.

Southwestern Community College (SWCC)

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation Grants for increasing enrollment and retention of students in nontraditional careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled Tool Kit. After the training sessions, action plans were developed to improve the recruitment and retention of students in nontraditional career programs.

Indian Hills Community College (IHCC)

Staff development plan/staff development opportunities on campus and opportunity to apply for staff development funds for off campus training.

Southeastern Community College (SCC)

No response.

Goal #5:

Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative F:

Strengthen support systems that increase successful transfer and/or employment of minorities and non-traditional students.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative F: Strengthen support systems that increase successful transfer and/or employment of minorities and non-traditional students.

Community College Responses

Northeast Iowa Community College (NICC)

- **Educational Opportunity Programs** – Northeast Iowa Community College (NICC) houses Department of Education TRIO–Student Support Services & Upward Bound programs in order to provide academic support to low income, first generation participants. Northeast Iowa Community College TRIO grants support the objectives of opportunity, equity, and access to nontraditional students by increasing TRIO participant retention, graduation, and transfer rates.
- **Breaking Traditions** - Breaking Traditions is a new student organization at NICC. It is dedicated to making the need for and the value known of having women and men in all career areas and supporting students as they prepare for work in the nontraditional arena. One of several organization objectives is addressing barriers students may face in education or employment because of gender.

North Iowa Area Community College (NIACC)

- **Demographics** – North Iowa Area Community College (NIACC) traditionally has low minority enrollment due to a low minority population in the nine county area. For the 2002 year, six percent of the student population consisted of minority students. However, minority students make up 12 percent of the Student Support Services program for the 2002 year. This is a support program geared to working with students to help them succeed in college. Minority students are given the opportunity to join this program when enrolling in the college.
- **Diva Tech** - A program called “Diva Tech” was offered during the current year to provide female students with hands-on knowledge of technology. The success of this program in enrollment figures with gender balance will be reported next year.
- **Raising Awareness** - Another program that NIACC has successfully used as an awareness tool, is the “Taking the Road Less Traveled.” Two NIACC employees have been actively involved in presenting workshops to area high school counselors and teachers on steps to take to increase enrollment and retention of students into nontraditional career opportunities.
- **Older, Wiser Learners (OWLS)** – North Iowa Area Community College has a support group for students 25 years of age or older called “OWLS.” This group meets weekly during the lunch hour and offers support to nontraditional students, many of whom are returning to college in nontraditional career paths.

Iowa Lakes Community College (ILCC)

Career Resource Center

- Established and publicized new Career Resource Centers and loan-libraries on each campus.
- Developed Academic Skills Matrix/At-Risk Advising/Diploma Skill Technology Initiative with 17 Perkins Pilot Project faculty/Success Center staff.
- Planned and implemented monthly Student Services Series workshops.
- Worked with the Admissions Office and faculty to recruit, advise, and retain undecided majors, at-risk, and nontraditional students.
- Established careerhelp@iowalakes.edu for virtual career advising.
- Developed individual career plans, resumes, and job search skills for students seeking career and educational planning assistance.
- Established Student Placement Single Point of Contact, posting jobs internally, with faculty, and on-line at iowacareer.net.
- Planned and coordinated the spring Employment and Internship Fair.
- Documented eligibility and distributed direct assistance to eligible students (gender nontraditional career, single parents, and displaced homemakers).
- Developed and presented career them topics, including equity issues for classrooms and workshops.
- Maintained active community linkages for networking, outreach, and awareness of services for potential nontraditional students.
- Participated in statewide Equity Leadership Planning committee meetings and attended the annual Equity Conference

Equity Planning

- Developed dissemination plan resulting from student focus groups and faculty “Best Practices” sharing event focusing on recruitment and retention of gender nontraditional students’ transition to higher education or employment.

Student Support Services

- Updated information on the ASPIRES portion of the Iowa Lakes Community College website.
- Collaborated with institutional efforts to enhance student retention through strong referral processes amongst student services.
- Cooperatively established Career Resource Center.

Northwest Iowa Community College (NCC)

Providing additional support to increase successful transfer has been possible because of the initiative of a Student Support Services TRIO program at the Northwest Iowa Community College campus. This program is now in its second year of operation and is serving 160 low income, first generation, or disabled students. In addition to the dedicated tutorial and cultural experiences they provide the students, a concentrated effort occurs in the area of career and transfer advising. In June 2003, an additional part-time advisor was added to the program staff to strengthen these services.

Iowa Central Community College (ICCC)

Human Resources

Through government appropriations, Iowa Central Community College was recently awarded \$300,000 for an Iowa Communications Network (ICN) pilot project. This project is to enhance and broaden the distance learning opportunities offered by the college. Using the software Ezenia!, these Internet classes will create a real-time environment with students and instructors interacting just as they do on the ICN. That is, speech, visual, and video are available through this software. Using the smart board, math instructors will find these Internet classes more versatile than the WEBCT. With the addition of speech and visual capabilities, foreign language and speech classes are more viable. The students in speech, through the use of Ezenia!, now will have a live audience.

This software will allow the college to offer English classes to those whose first language is not English. During recent years, there has been a large increase in the immigrant population in Area V. In order to help these new Iowans adapt to the workforce and advance themselves, it is very important that they have multiple opportunities to learn the language. With the shortage of trained English as a Second Language (ESL) teachers in this area, the college needs to utilize teachers in a way to benefit the largest number of students. The voice and visual capabilities of Ezenia! will certainly enhance this area of instruction. Students can take these classes from their home computer and reduce travel time, childcare worries, and the ability to remain in the class during personal or children's illnesses.

Instructors are in the process of preparing curriculum using Ezenia! The first classes using this software are scheduled for fall 2003.

Iowa Valley Community College District (IVCCD)

Iowa Valley Community College District places a high priority on assisting students in reaching their educational and career goals. Counselors and faculty advisors are available to assist students in selecting the best courses to ensure a smooth transfer. Spanish-speaking tutors are available in the Academic Center for Excellence for students who need additional help with their coursework. Scholarships are available to improve the affordability of higher education for students. There are various scholarships that are geared specifically for nontraditional and minority students. Students also have employment opportunities on our campus that provide experience and marketability when seeking outside employment.

Hawkeye Community College (HCC)

The TRIO SSS grant has a specific program objective of assisting in successful transfer of 32 students to four year colleges each academic year.

Eastern Iowa Community College District (EICCD)

Current Activities

The district's Women and Minorities program, funded by the Iowa Department of Transportation, is aimed at increasing the number of women and minorities seeking, obtaining, and retaining employment in the highway construction industry across the state. In 2002, the first minority male completed the program at Scott Community College. In June, two minority males began the program at the Des Moines delivery site. The Sioux City class includes seven members of Hispanic descent, three American Indians, and one African American. Program components include information on time management, discussion of sexual harassment issues, self-esteem and teamwork to enable the students to more successfully transition into the workplace.

The Eastern Iowa Community College District (EICCD) Academic Quality Improvement Project (AQIP) accreditation goal team for transfer transition, has been holding focus groups with students who have transferred to other institutions, in order to gather information about what can be implemented to increase their transfer success and smooth their transition to four year colleges.

Among the EICCD master plan priorities is advising, also focused on creating systems and processes to enhance students' ability to transfer to other institutions. Faculty advisors for each student, with advising appointment each semester and on-line articulation information books, are also support service to transfer success. Measures of EICCD's support service are included in its Student Satisfaction Survey. The survey shows students high satisfaction with academic advising, counseling, and registration effectiveness above national norms in each area.

Kirkwood Community College (KCC)

The Student of Color scholarship (multi-ethnic) assists minorities by providing funding to students to offset costs.

Des Moines Area Community College (DMACC)

Des Moines Area Community College has a joint venture with Iowa State University designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.

Des Moines Area Community College has a partnership with Iowa State University and Simpson College to address the shortage of teachers of color in the K-12 system and to offer a teacher education program targeting minorities and other under-represented groups interested in teaching.

Western Iowa Tech Community College (WITCC)

For the second semester at Western Iowa Tech Community College, students benefited from Supplemental Instruction, a complement to activities in fourteen classes. Student facilitators attend each class and meet with students for an equal number of hours outside of class to impart study techniques aimed at enhancing student success. An evaluation of Supplemental Instruction after one semester revealed that students who participated had higher grades in those courses than did those who did not participate.

Western Iowa Tech Community College's Student Support Services personnel work closely with students who plan to transfer to four-year institutions. They provide academic and personal counseling, assist in searches for appropriate transfer institutions, and smooth the transfer process.

Iowa Western Community College (IWCC)

- Iowa Western Community College has an annual community Career Fair, inviting businesses to solicit for job openings. The college invites the public, as well as students to attend.
- Iowa Western Community College hosted an annual Transfer Fair. College admissions representatives are invited to meet with students. This year, 35 colleges were represented

Southwestern Community College (SWCC)

During the 2002-2003 year, Southwestern Community College applied and received funding for the Perkins Planning and Implementation Grants for increasing enrollment and retention of students in nontraditional careers. The focus of the grant funding was training for faculty and staff using the Taking the Road Less Traveled Tool Kit.

After training sessions using the Taking the Road Less Traveled Tool Kit and meeting with the college faculty, recruiters, regional Tech Prep coordinator, and the Director of Enrollment Management, action plans were developed and reviewed to improve the recruitment and retention of students in nontraditional career programs. Specifically addressing the need to strengthen support systems to increase successful transfer and/or employment opportunities for minorities and nontraditional students, the following activity was developed.

Activity #4: A Nontraditional Career Club will be developed to offer activities and services to student populations enrolled in nontraditional career programs. Advising will be emphasized, as well as club activities to include: visits to job sites, listening to guest speakers, and regularly scheduled student meetings intended to encourage student retention and completion of programs.

Indian Hills Community College (IHCC)

- Transfer workshops support and encourage transfer.
- The transfer handbook was developed for students and contains a special section specifically for students with disabilities.
- Financial aid guides are provided for students with disabilities.
- The scholarship guides list companies who actively recruit members of special populations and finance employee education/training.

Southeastern Community College (SCC)

Course articulation and transfer information was placed on the SCC website for the following schools: University of Iowa, Iowa State University, University of Northern Iowa, Western Illinois university, Iowa Wesleyan College, Culver Stockton College, Northwest Missouri State University (on-line course), Capella University (on-line courses), University of Nebraska-Omaha (on-line courses, Aviation), Southern Illinois University-Carbondale, Hannibal LaGrange College, Monmouth College, Truman State University, University of Illinois-Champaign/Urbana, and Palmer College of Chiropractic.

The following articulation agreements were signed for on-line programs at Upper Iowa University:

- Course-by-Course Articulation
- Six Program-to-Program Articulations for:
 - AA Degree to BS/Business
 - AA Degree to BS/Accounting
 - AS Degree/Accounting Career Option to BS/Accounting
 - AS Degree/Business Administration Option to BS/Business
 - AS Degree/Criminal Justice to BS/Criminal Justice
 - AAS Degree to BS/Accounting

Finalized agreement with Northwest Missouri State University regarding articulation of AA degree to BS degree in Management.

Expanded articulation with University of Northern Iowa's Technology Management Department to include Graphic Communication and Desktop Publishing programs at SCC (currently being finalized).

Goal #5:

Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative G:

Evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Initiative G: Evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.

Department of Education Response

Evaluation of Effective Strategies

- **MIS** - As a first step, the Iowa Department of Education collected the MIS data on enrollment patterns by program area for the system and disseminated this through the FY 2001-2002 Condition of the Community Colleges Report to several liaison groups of the community college system. In addition, MIS enrollment figures were utilized in the Equity Review of the community colleges receiving the visit this year.

Community College Responses

Northeast Iowa Community College (NICC)

- **College Vision Team** – Northeast Iowa Community College's Vision Team consists of key campus personnel responsible for improving the enrollment management process. The team responds to the changing enrollment demographics and advocates for under-represented students. It has an annual "visioning" and strategic planning process to evaluate goals appropriate for NICC.
- **Student Services** - Passport to Student Success, a new student orientation course offered to all incoming students, provides information about the college registration, advising, financial aid, academic support, and computer services. It is a crucial retention tool for first generation and nontraditional students.

North Iowa Area Community College (NIACC)

- **Enrollment/Retention Strategies** - All programs and services designed to increase enrollment and retention rates are proposed to a subgroup of the President's Council and reviewed by the Strategic Enrollment Management Council. Special attention is paid to each strategy, its overall effectiveness, and its specific effectiveness with under-represented groups. The Council considers whether both genders were represented fairly and if students from all socioeconomic levels attended. A review is also conducted related to inclusion of minority populations. The Council may then recommend changes/adjustments to the enrollment strategies based on either data and/or anecdotal information presented by the program staff and the students/parents themselves.

Iowa Lakes Community College (ILCC)

Enrollment Management Team

- Established college-wide enrollment growth goal of three percent.
- All areas of the college developed and submitted enrollment plans to support growth goals.
- Increased overall awareness of enrollment management and accomplishment within five major categories: Enrollment Plan, Research and Technology, Human Culture and Development, Customer Service, and Educational Options.

Northwest Iowa Community College (NCC)

- Northwest Iowa Community College has established an Enrollment Management Team that is currently working on a comprehensive plan to address increased enrollment and retention.
- The Student Services Division was reorganized, providing an increased focus on enrollment management.
- The college has submitted a Planning Grant and is currently in the process of starting activity. Northwest Iowa Community College is also undergoing the implementation stage of the Gender Equity grant.

Iowa Central Community College (ICCC)

Human Resources

Iowa Central Community College is committed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity by:

- Providing diversity training to college staff. *All staff are required to attend diversity training in-service.*
- One Hundred Sixty at-risk students were provided services through the TRIO (Student Support Services) program.
- Implemented the System for Tracking Achievement and Retention (STAR). Over 3,700 letters were generated by classroom instructors to students using the STAR system. Advisors of the students were notified via e-mail.

Iowa Valley Community College District (IVCCD)

The district continues to develop strategies that contribute to the success of our students in under-represented groups. This year, a Multicultural Experience was held on campus for Hispanic students to provide them with information about applying for admission, financing a college education, and succeeding in college. A very favorable response from those participants was received. There are organizations for international students and minority students (Unity Among Students) that meet regularly and discuss issues that they face. For fiscal year 2004, Iowa Valley Community College District staff plan to reintroduce a nontraditional student organization to serve as a networking opportunity for our adult student learners. The district constantly is aware of the financial constraints that these under-represented groups face and puts forth every effort to provide a quality education that is as affordable as possible.

Hawkeye Community College (HCC)

- The college's Academic Quality Improvement Project (AQIP) Continuous Process Improvement has developed a proposal to address retention of African American students. The college's longitudinal student database shows a fall to fall retention difference between African American students and the overall student body of about 12 percent. The college's African American student population is about 400, constituting a large enough group for a statistically valid study. The goal is to narrow and then eliminate, the gap in African American student retention.

Eastern Iowa Community College District (EICCD)

Approach

Eastern Iowa Community College District's annual Institutional Effectiveness Report includes measures used by the district leadership to monitor its performance in enrollment, retention, and graduation.

Current Activities

Among the key indicators shared annually with the EICCD Board of Directors and staff through the EICCD Institutional Effectiveness Report, is enrollment (segmented by gender, part-time and full-time status, and indicating minorities), retention rates, and graduation rates. At the current time, retention and graduate rates are not segmented by gender or race. Senior leadership monitors the key indicators through the year and assigns teams to address problems when they are determined through data. The team gathers further segmented data and performs root cause analysis to determine appropriate strategies to address the gap between the performance levels achieved and those desired. Every strategy has process and outcome measures to monitor. The teams sets evaluation points to determine the effectiveness of the new approaches that were implemented.

Kirkwood Community College (KCC)

Kirkwood Community College uses several strategies to enroll, retain, and graduate under-represented groups. The START program is designed to provide counseling and advising and supplemental financial aid to at-risk students, many of whom are single mothers, nontraditional females, and minority students. The Student Support Services program provides counseling, computer writing instruction, and academic advising to first generation, financially disadvantaged, and disabled students. The Perkins support team works with vocational students who meet special population definitions to enroll and retain those students in their respective vocational programs. A system has been created that automatically forwards to the Learning Services department, application information on any student who may qualify for any of these support programs. Learning Services then contacts the student to assess the student's needs. As an example of the effectiveness of such a system, the non-white K-12 population of Area X is 5.5 percent, whereas the non-white population of Kirkwood is 8.9 percent.

Des Moines Area Community College (DMACC)

Des Moines Area Community College (DMACC) works with under-represented groups in a variety of ways.

- All DMACC programs have open enrollment and counselors work with students who have been identified as needing additional help to enroll in programs or to succeed in their identified program.
- The Displaced Homemaker's program works with all displaced homemakers on the Boone, Carroll, and Urban Campuses.
- Counselors at all campuses are developing plans to recruit for gender equity in typically male or female programs.
- The Perkins and Tech Prep programs have plans in place to work with students in all under-represented areas.
- The tutoring program at DMACC is in place to offer free tutoring to students in all areas. Special needs for students are also addressed.
- The Nursing program has just been given a grant to study how to increase male enrollment in their typically female oriented program.
- A computer-tutoring program exists for all students—Smarthinking—to allow students to access tutors from home or from any computer.

Des Moines Area Community College has a joint venture with Iowa State University designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.

Des Moines Area Community College has a partnership with Iowa State University and Simpson College to address the shortage of teachers of color in the K-12 system and to offer a teacher education program targeting minorities and other under-represented groups interested in teaching.

Western Iowa Tech Community College (WITCC)

The Office of Institutional Research conducts regularly-scheduled and ad hoc evaluation research, focusing on effectiveness of such areas as developmental education, demographic trends (gender, age, race/ethnicity) in programs' enrollment retention, and completion. All grant-funded projects described in this report have evaluation components. Additionally, faculty conducts classroom assessment as they incorporate various strategies into their pedagogy aimed at improving retention and persistence by race/ethnicity and, when appropriate, by gender.

Iowa Western Community College (IWCC)

No response.

Southwestern Community College (SWCC)

As previously mentioned, Southwestern Community College took advantage of the availability of additional funding through the Planning and Implementation grants offered through Perkins. The grants allowed the college to provide training using the Taking the Road Less Traveled Tool Kit. This curriculum is designed to make faculty members, counselors, and recruiters aware of the issues involved with recruitment, enrollment, retention, and program completion of under-represented student populations. Staff members created action plans that will address these issues and be implemented during the 2003-04 school year.

Results will be measured using gender and ethnicity enrollment percentages identified during the fall and spring term enrollment statistics and by the Perkins Performance Indicator information reported on the end-of-year Perkins Summary Report.

Indian Hills Community College (IHCC)

Established a local Retention Committee. This committee collected base data in order to establish strategies to be implemented in 2003-04.

Southeastern Community College (SCC)

No response.

DATE: August 14, 2003

TO: Members, State Board of Education

FROM: Janice Nahra Friedel, Ph.D., Administrator
Division of Community Colleges and Workforce Preparation

SUBJECT: **Community College Participation in Nontraditional Career Programs
(Gender)**

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In August 2002, during a presentation of the draft of the proposed statewide community college performance indicators, the State Board of Education requested information regarding the participation and success of women and minority group members in community college programs. It was agreed that when reporting on the indicators, data would be desegregated by gender and minority groups. Since that time, a pilot-test of the draft performance indicators has been conducted. Additionally, a pilot test of the capabilities of the National Student Data Clearinghouse for tracking community college students who transfer to other postsecondary institutions is concluding and negotiations of a contract is underway.

The Performance Indicators Task Force will be reviewing the results of the pilot test and will be presenting its results and the final draft of the statewide community performance indicators to the Iowa Association of Community College Presidents (IACCP) and the Iowa Association of Community College Trustees (IACCT) in early fall 2003. The recommendations will be forwarded by the Department of Education to the State Board of Education.

In September 2002, the State Board of Education appointed a subcommittee to formulate a goal and initiatives related to participation and success of women and minorities in community college programs. In January 2003, the five-year statewide community

college strategic plan, “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges,” was amended by the State Board of Education. The annual update (see Tab ____) includes the community college responses to the initiatives of the strategic plan, Goal 5.

The attached report, “Community College Participation in Nontraditional Career Programs (Gender),” was developed to provide to the State Board of Education with trend information regarding progress of the community colleges in enhancing nontraditional enrollment in career programs from 1999 to 2002. Enrollment in community colleges is a matter of individual student choice. Though the community colleges have undertaken a variety of recruitment and marketing strategies, as well as professional development activities for faculty, individual student aid, interest, and capabilities are all factors influencing program enrollment and completion. The time period covered in this report proceeds the development of the community college statewide strategic plan and Goal 5. These data are for a time period before implementation of initiatives undertaken specific to Goal 5. Goal 5 was only approved six months ago, and though the colleges may have had an opportunity to implement activities specific to these statewide initiatives during the six-month period, their effect on student performance is yet to be determined.

SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA'S SYSTEM OF COMMUNITY COLLEGES
Coordination of Statewide Responses – August 2003

Goal	Initiative
#1--Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.	<ul style="list-style-type: none"> A. Establish programs and services to meet constituent needs through ongoing assessment and evaluation. B. Improve articulation of career/technical and arts/science programs across Iowa's education system (K-12, community colleges, independent colleges, and state universities) and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.* C. Provide incentives to develop partnerships between local community colleges, other educational entities, and K-12 districts. D. Partner, as requested, with K-12 districts that provide alternative high school education as a means of providing greater opportunities for students. E. Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community. F. Expand the involvement of business and industry as partners with the community college system to strengthen career and technology-based education programs. G. Explore options for establishing an electronic system to serve as a one-stop web-site connecting Iowans to lifelong learning opportunities at Iowa's community colleges and for providing individual transportable portfolios. H. Implement strategies to best respond to the needs of adult learning to speak and read English, with special attention to immediate language skills for the workplace. I. Strengthen the relationship between Iowa's system of community colleges and four-year institutions to address the projected shortage of teachers and administrators, and the need for professional development on learning, teaching, and leadership.*
#2--Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.	<ul style="list-style-type: none"> A. Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and with four-year institutions. B. Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses. C. Strengthen linkages between the Iowa Workforce Development, the Iowa Departments of Economic Development and Education, and Iowa's system of community colleges to better coordinate preparation of Iowa's 21st century workforce and to grow Iowa's economy.* D. Strengthen the relationships between Iowa's system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.* E. Prioritize addition or expansion of programs and courses to those directly related to high-skill, high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skill standards. F. Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges. G. Develop a recruitment program to encourage students, both in and out of Iowa, to enroll in targeted industry cluster programs.
#3--Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.	<ul style="list-style-type: none"> A. Establish a mechanism to identify the two- to five-year projected increase in costs of Iowa's system of community colleges.* B. Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.* C. Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.* D. Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.* E. Seek support from business and industry for program development and student assistance.
#4--Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.	<ul style="list-style-type: none"> A. Develop a set of agreed-upon performance indicators common to all community colleges.* B. Collect, verify, and publish community college data through the use of the MIS system.* C. Collect one- and five-year implementation plans and annual accomplishments related to the Statewide Strategic Plan from each community college and issue a statewide annual report.* D. Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.*

* Progress report on this initiative was published in "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges: Coordination of Statewide Responses to the Department of Education" – January 17, 2002.

(CONTINUED)

SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA'S SYSTEM OF COMMUNITY COLLEGES
Coordination of Statewide Responses – August 2003

Goal	Initiative
5. Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under represented groups (i.e. gender, race/ethnicity, socio-economic status) in all programs.	<ul style="list-style-type: none"> A. Implement activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development of communities in each college's geographic area. B. Implement strategies to increase the awareness of K-12 students as to the opportunities available through non-traditional careers. C. Increase collaborative efforts among community colleges, school districts, and community based programs to target potential students in underrepresented populations. D. Replicate, enhance, and/or design exemplary programs to increase women and persons of color in leadership positions in collaboration with school districts, higher education, and business/industry. E. Design opportunities to ensure that the faculty and staff meet the needs of underrepresented populations by utilizing research-based best practices and continuous assessment. F. Strengthen support systems that increase successful transfer and/or employment of minorities and non-traditional students. G. Evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.

* Progress report on this initiative was published in "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges: Coordination of Statewide Responses to the Department of Education" – January 17, 2002.

“Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges”

APPENDIX C

TIMELINES

DATE	STRATEGIC PLAN ACTIVITY
FY2000 Legislative Session	Legislation was passed requiring that the Community College Council prepare a written five-year statewide strategic plan for Iowa’s community colleges. The law specified that the State Board of Education shall submit a preliminary plan by December 1, 2000.
May 2000	Mary Wiberg, consultant in the Bureau of Career and Technical Education, Iowa Department of Education; and Larry Ebbers, professor at Iowa State University, were appointed by Ted Stilwill, director of the Iowa Department of Education, to serve as planning facilitators of the Community College Strategic Plan Stakeholders Working Group.
May 22, 2000	Letters were sent out from Director Ted Stilwill requesting nominations for the Community College Strategic Plan Stakeholders Working Group.
June 1, 2000	A planning facilitator discussed the plan at a meeting of the Iowa Association of Community College Presidents.
June 8, 2000	A planning facilitator met with the Community College Council to discuss that plan.
June 14, 2000	Appointment letters were sent out from Director Ted Stilwill.
July 24, 2000	First meeting of the Community College Strategic Plan Stakeholders Working Group.
July 27, 2000	A planning facilitator presented a second progress report to the Iowa Association of Community College Presidents.
August 2, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
August 3, 2000	Open forum at the Iowa Association of Community College Trustees Forum to discuss strategic plan.
August 30, 2000	Second meeting of the Community College Strategic Plan Stakeholders Working Group.
September 14, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
September 18, 2000	Planning facilitators provided a plan update to the Iowa Association of Community College Presidents.
September 28, 2000	Third meeting of the Community College Strategic Plan Stakeholders Working Group.
October 5, 2000	Planning facilitators presented the draft plan with the Iowa Association of Community College Presidents via the Telenet.
October 6, 2000	A planning facilitator walked through the draft plan with the Iowa Association of Community College Trustees Board of Directors.
October 18, 2000	Statewide ICN meeting was held—34 participants were in attendance.
October 19, 2000	A planning facilitator provided monthly strategic plan update to the Community College Council.
October 24, 2000	Fourth meeting of the Community College Strategic Plan Stakeholders Working Group.
November 2, 2000	Planning facilitators presented another draft of the plan to the Iowa Association of Community College Presidents.
November 15, 2000	Planning facilitators provided monthly strategic plan update to the Community College Council regarding the plan.
November 30, 2000	Planning facilitators presented final draft plan to the Iowa Association of Community College Presidents.
December 11, 2000	Planning facilitators presented final draft plan to the Community College Council.
January 8, 2001	The plan was unanimously approved by the Community College Council for recommended approval by the State Board of Education.
January 11, 2001	Community College Strategic Plan was unanimously approved by the State Board of Education.
February 6, 2001	Director Ted Stilwill and Jan Friedel, administrator of the Division of Community Colleges and Workforce Preparation, Iowa Department of Education, presented an overview of the strategic plan to the Joint Education Appropriations Subcommittee.
February 19, 2001	Letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group, community college presidents, and the community college trustees thanking the groups for their thoughtful and deliberative work on the plan. Enclosed was a final draft of the plan which had been adopted by the State Board at its January 11 meeting.
May 22, 2001	A letter was sent from Director Ted Stilwill to the community college presidents and to Gene Gardner, executive director of the Iowa Association of Community College Trustees, which included a copy of the plan as well as a timeline of initiatives.
May 29, 2001	Thank you letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group expressing appreciation and to transmit the <u>final</u> copy of the plan. A special thank you letter was also sent to the planning facilitators from the Governor.
June 5, 2001	Jan Friedel and Ted Stilwill met with Rob Denson, chair of the Iowa Association of Community College Presidents and president of Northeast Iowa Community College, regarding statewide coordination of responses.
January 17, 2002	Progress report made to the State Board of Education and Community College Council.
August 1, 2002	Progress report on first year of implementation to the State Board of Education and Community College Council.
August 2002	Copies of progress report sent to members of the Stakeholders Working Group.
January 2003	Amendment to plan: Goal 5 added.
August 2003	Second annual report to the State Board of Education and to the Stakeholders Working Group.

